

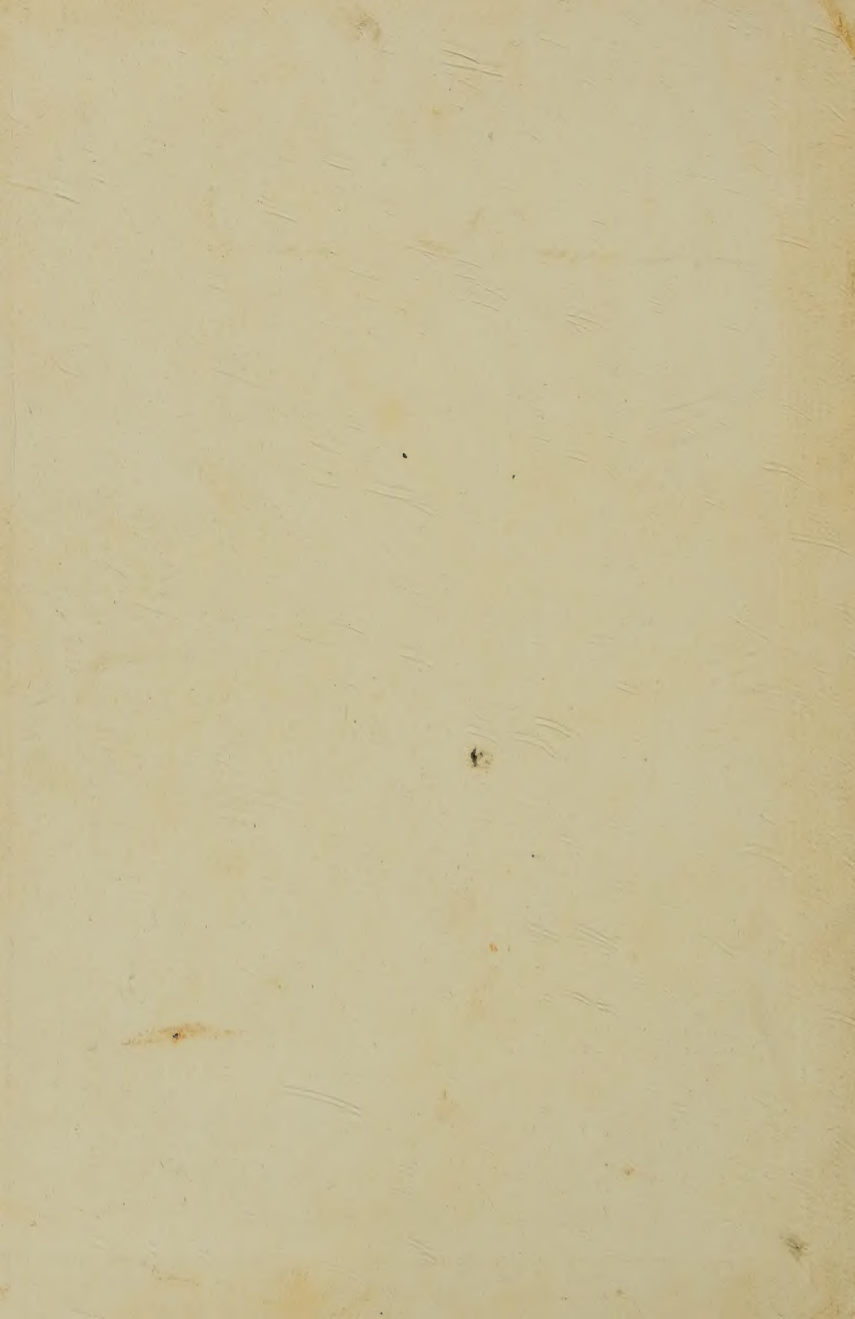


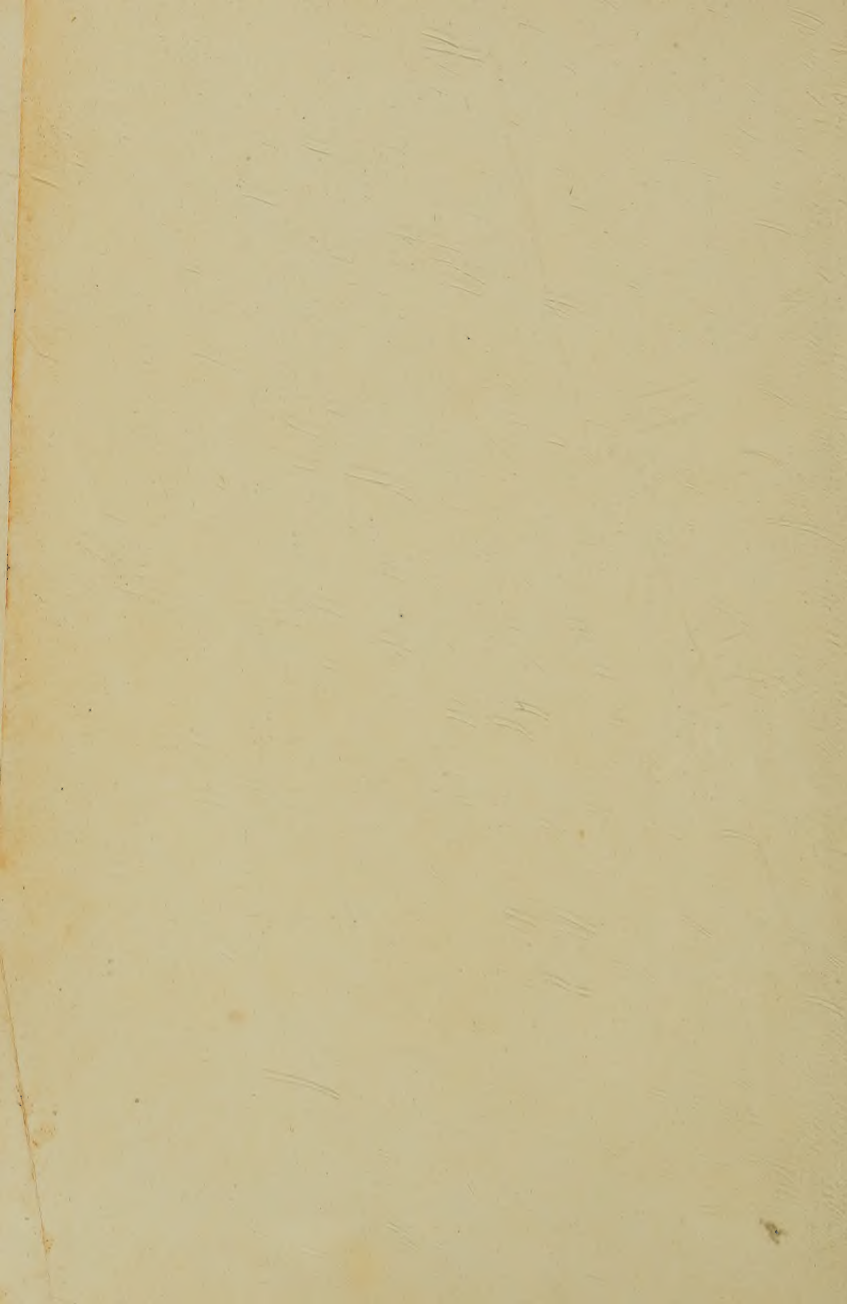
First Lessons

IN

Handicraft

Maud Summers





FIRST LESSONS IN HANDICRAFT

BY
MAUD SUMMERS

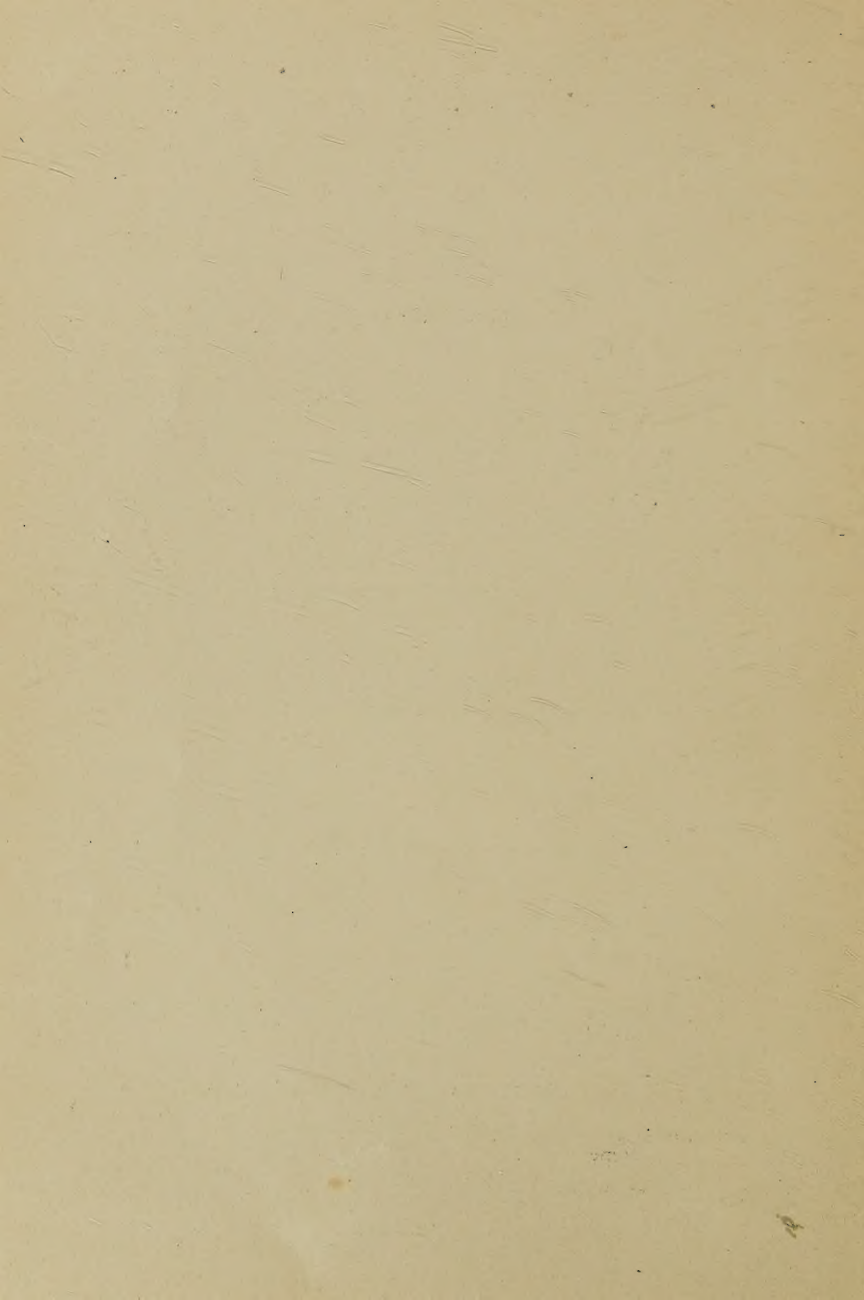


PUBLISHED BY
W. M. WELCH COMPANY
205 ATLAS BLOCK
CHICAGO

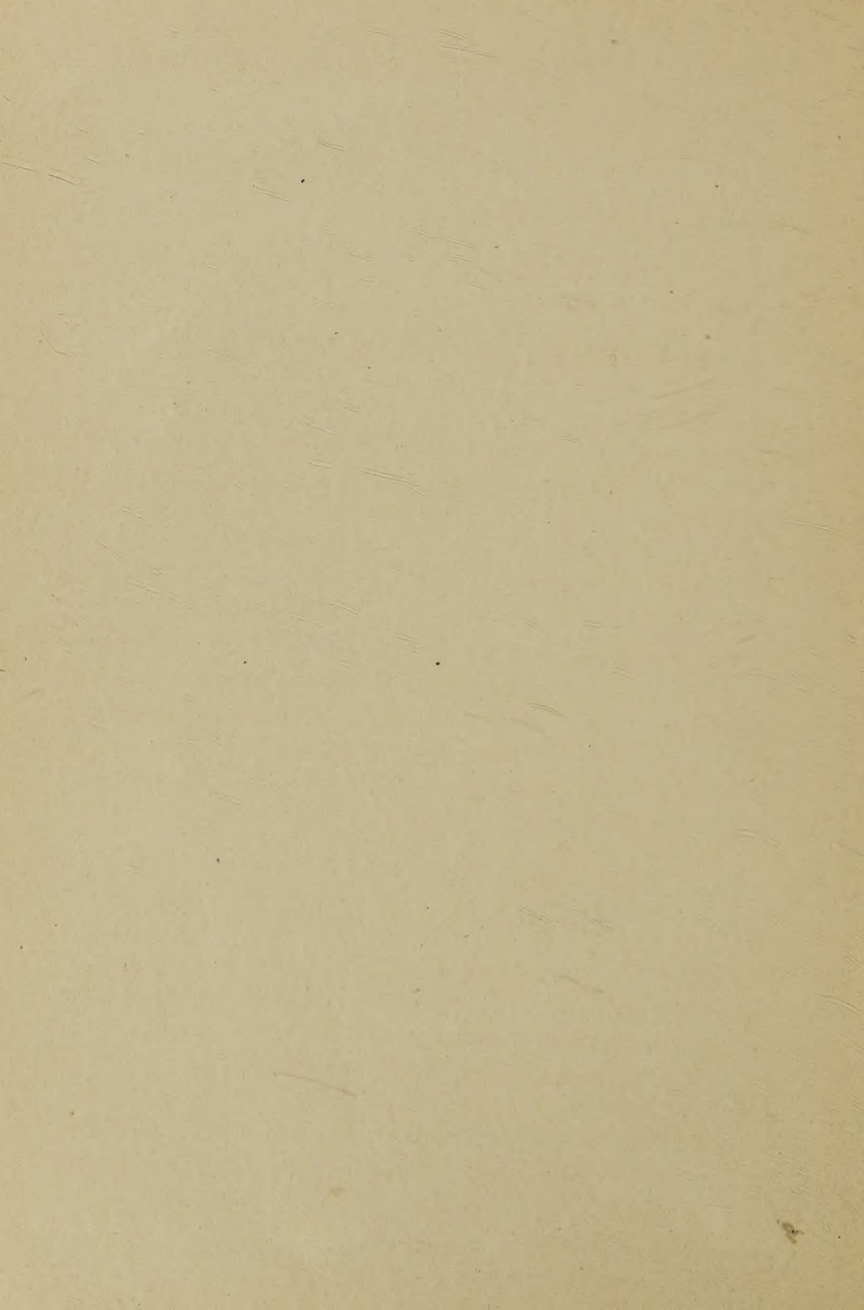
1905
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THOUGHT CONTENT: 1. Industries 2. Nature 3. Other Chil- dren 4. Holidays	MONTHS	PAPER	CARDBOARD, WOOD	CLAY	CORD, YARN CARPET RAGS	RAFFIA, REED	COMMON PLACE MATERIAL
The Miller The Harvest Home Life of the Child Labor Day	September	Drawing and Cutting Scrap-Books Portfolio	Doll House	Fruits and Vegetables	Weaving of Rugs		Curtains Corn-cob Doll Corn-stalk Furniture
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The Shepherd Pine Tree Holly, etc. Christmas Day	December	Christmas Gifts	Calendars Blotters Book-marks Etc. Picture Frame		Cord Work Knitting on Spools Balls	Chain of Pine Needles Napkin Ring	Christmas Tree Decorations
The Miner Sun and Moon Ice and Snow Eskimo Life New Year's Day	January	Drawing and Cutting Clock Sled Snowflakes	Calendar for the New Year.	Domestic Animals	Eskimo Dolls Crocheting Weaving of Doll Clothes		
Blacksmith Maple Tree Birds Lincoln's Birthday Val'tine's Day Washington's Birthday	February	Drawing and Cutting Star, Flag and Shield Soldier Cap	Valentines Patriotic Calendar	Log House			
Ironing and Washing The Wind Japanese Life The Feast of Dolls	March	Japanese Screens, Lan- terns, Fans, etc., Windmill Stove	Japanese House	Japanese Pottery	Japanese Dolls	Mats	Kite
Woman's Work The Rain Birds Easter Day Arbor and Bird Day	April	Drawing and Cutting	Easter Cards	Animal Life	Knitting Sewing Dutch Dolls		Easter Gifts Bird's Nest Sail Boats
The Farmer Spring The Brook May Day Memorial Day	May	Drawing and Cutting May Basket		Leaves and Flowers	Braiding	Mats Doll Hats May Baskets Doll Furniture	May Basket
Gardening Color—Bees Vacation Mid-summer Day	June	Drawing and Cutting Fairy Dolls			Filipino Dolls		Filipino House



A SURVEY OF THE WORK.

Handicraft:

Handicraft is a word applied to hand-work in general. The child learns handicraft by striving to express his thought. The conscious aim of his endeavor is to make something. In producing an object he may use any material adapted to the expression of his thought. All creative work involves both content and expression.

Thought—Content.

The child must first have a thought to express. He must then select the material in his environment best adapted to the expression of this thought. The end is a finished product which he can use, and which expresses his idea of beauty both in color and form. The order of development is

First—A thought.

Second—A medium of expression.

Third—An object.

The thought-content for each month centers around 1st, The Industries; 2d, Nature; 3d, Children of Other Nations; 4th, The Holidays.

The activities called forth in the production of food, clothing and shelter furnish an interesting content for the child's work in handicraft. The primitive industries developed the race, and will likewise develop the in-

dividual. They teach the child habits of observation and give him a broader understanding of nature. They also open the way for a study of the children of other nations.

Christmas, Valentine's Day, Washington's Birthday and the various holidays will also stimulate the child to express his thought by means of handicraft. He learns by doing for doing. Joy in work is the birthright of man and is the spirit which should prompt the child to activity.

Purpose of Handicraft:

The child creeps along the floor, then gains control of his muscles and raises himself to an upright position. He now has possession of his hands to use either destructively or constructively. The well known psychological law that consciousness is motor, or in other words, that sensation passes over into action, explains the child's ceaseless activity. He learns by doing. Action accompanies all the child's mental life. To express well, he must think in an orderly and complete manner. Habits of action are in close touch with his ideas. A mother mutilates her child when she deprives him of the opportunity to use his hands. The child in the nursery should be encouraged to express his ideas by means of handicraft and abundant material for this purpose should be provided. It rests with those who have charge of the child in his plastic years to decide whether he shall be trained to produce or to destroy.

Fundamental Principles: There are three fundamental principles in handicraft. These are:

First—Clear Image. An image is that which is in the mind when the object is not present to the senses. The ability to form clear and accurate images lies at the foundation of good work. Every child should, therefore, be taught to observe quickly, to image accurately

and to express easily. All development rests upon impression and expression. The two-fold function of the teacher is, first, to present material upon which the mind is to act, and, second, to provide means of expression. If clear images are formed in handicraft, the corresponding expression will be true and exact.

Second—Wholes to Parts. The child loses his interest and fails to do good work if the object he is to produce is not within his hand experience. From the simple to the complex should be the order of development. Let the child make that which is easy and which requires but little hand experience. He will then pass to the more difficult object, and handicraft will be an orderly and progressive development of both mind and hand. Let him look at an object, see it as a whole, then analyze it to know the construction of its parts. He will then be able to make an object similar to the one observed, or with such modifications as his creative thought suggests.

Third—Self-activity. Much of the handicraft work given to the little child has been too difficult. The teacher often prepares the material, does much of the work and leaves merely the finishing to the child. This engenders hypocrisy, for the child well knows that the object does not express his own idea and effort. He should be encouraged to make something simple in the beginning. The teacher should be satisfied with crude results. Had the child the skill to make the finished product it would not be educational to have him spend his time on the simple object, instead, he should be at work upon something more difficult. Pleasurable effort is absolutely essential to progressive development. Learning by doing is necessary not only in the school but in life.

Selection and Adaption of Material.—Ruskin tells us

that an artist is one who uses the material at hand and transforms it into something both useful and beautiful. This principle applies to the child as well as to the adult. Students of pedagogy tell us that the imagination is being starved because our children have too many store toys. The child of long ago made his own toys, and in so doing educated both mind and hand. The mother of many children had little time to amuse them and there was no convenient toy shop in which to spend money. The child in making his own toys unconsciously followed Ruskin's principle, and in transforming the commonplace material about him into that which met his need became creative. This is the power so valuable in every kind of work, whether the worker be artist or artisan.

All observers of children are familiar with the rag baby so dear to the child's heart. It is not difficult to explain why this is treasured more than the store product. The rag baby stimulates the imagination of the little mother and calls forth a creative activity that gives pleasure. A story will illustrate this point. A little child had an armless doll which she dressed in her own baby clothes and enjoyed beyond any other doll in the nursery. One day the mother alluded to the armless condition of the doll, when the child said, "Please don't speak of it, mother. I have tried so hard to keep her from knowing that she hasn't arms." In dressing the doll to conceal this deformity the child had evolved many original devices.

Commonplace material affords an opportunity to develop the creative power of the child. In using material at hand he quickens his powers of observation, learns to be economical and develops his imagination. It is not necessary to purchase yarn to use in the loom. The fin-

gers will be trained to be far more dexterous if old fashioned carpet rags are used in the early lessons in weaving. These must first be cut, then sewed, and later woven into a rug if this be the objective point of the child's thought. It will often be found possible to use corn husks instead of raffia. The old-fashioned child strung berries upon straws, acorn cups, sea shells or kernels of corn upon string, and in so doing had as much pleasure as the child now finds with kindergarten beads, and had the additional joy of going to nature for his material.

Wherever the material bought at one of the supply houses adds to the development of the child, it is right to use it, but no teacher or mother should deny the child handicraft on account of lack of money. The material furnished by nature will more than compensate by virtue of the increased power of observation, greater vividness of imagination and habits of economy thereby engendered.

Authors of geography, history, arithmetic and other schoolroom text books carefully observe a continuity of development based upon the child's growing knowledge. This principle must operate in the making of books upon handicraft. Not only is it a question of the child's mental growth, but it is also necessary to recognize his hand experience. His fingers are not strong enough in the beginning to use material offering much resistance. From the simple to the complex, from the easy to the difficult, should be the guiding principle. Continuity and orderly sequence of thought should accompany continuity and orderly sequence of handicraft material.

Tools.

Continuity and orderly sequence of thought as well as hand experience should also guide in the introduction of tools. For very young children that form of handi-

craft is best which affords free use of the fingers. Hence cutting, pasting, paper folding, cord work and similar occupations are suggested for the early lessons. In the first two years of school life the child will easily and naturally learn to use the loom, knitting needles, crochet needle and sewing needle if he is permitted to make that which claims his interest and attention. In the school years which follow, when the muscles of the hand are under control, whittling, and the tools required for working with wood, metal, leather, etc., may be introduced, in a progressive way, to harmonize with the development of mind and hand.

Use of Material—Handicraft will lose much of its value unless habits of cleanliness, neatness and economy of waste material are rigidly enforced. It is a great convenience if every child can have his own bottle of paste. If this is not possible, a half dozen small dishes may be placed upon a table in the front of the room. A little helper may take out of the large jar enough paste to fill each dish. As each child is ready to paste he may leave his seat, quietly go to the table, accomplish his purpose and pass to his seat. At the end of the lesson the little helper should put the paste that remains in the dishes back into the jar and see that each dish is properly washed and put in its place.

After a cutting lesson, for instance, there should be no pieces of paper upon the floor or upon the desk. Let a child pass from seat to seat carrying a waste-paper basket into which each one throws the pieces of paper not used. Wherever possible encourage the child to use the larger pieces of paper. It is not a question of a liberal school board or of a generous supply list. The charge is often made that Americans are a wasteful people. Our natural resources have made us prodigal. This does not absolve

us, however, from training the child to see that it is better to produce than to destroy. He will often show much originality and creative power in using his waste material.

Method.—Eye, ear and touch are all developed by handicraft. Three methods of presenting a handicraft lesson are suggested. All of these may be used, the need of the child being the teacher's guide in deciding whether appeal should be made to the eye or the ear. The teacher should have a specimen of the handicraft designed for that particular lesson placed before the class. The method of presentation will then be as follows:

First—Child observe object and form image.

Second—Teacher make a similar object before the children and explain the process. The object may then be removed.

Third—Child make object working from image.

Second Lesson—The second lesson is designed to train the ear of the child.

First—Child observe object and form image.

Second—Teacher dictate details of making. The object may then be removed.

Third—Child make object working from the image in his mind and the dictation of the teacher.

Third Lesson—The third lesson is designed to train the eye of the child.

First—Child observe object and form image.

Second—Teacher draw a plan on the board illustrating details of making. The object may then be removed.

Third—Child make object working from the image in his mind and the diagram on the board.

Later, when the child has gained some power in working from the diagram, he should be encouraged to

draw a plan of the object made. He may then put this upon the board and explain it to the class.

Time.—Two lessons a week of thirty minutes each will be enough to accomplish good results. In a rural school the last half hour of each Friday afternoon could be profitably spent in this work.

General Suggestions.

First Lessons in Handicraft.—Is intended for teachers having charge of children in the lower primary grades. Each teacher is expected to select the exercises best adapted to the needs of her pupils and to the material within her environment.

Handicraft will prove a valuable means for employing the time of the younger children when the older ones are reciting. It will take the place of the meaningless devices, called busy work, which so often fail to call forth the constructive activities of the child. From the various articles made select the best for the place of honor. In criticising the work give credit for effort expended as well as for handicraft skill. Let all of the children take the lesson. Little boys as well as little girls will find pleasure in learning to sew, knit, weave, crochet, knot, and braid. Encourage the brighter children, who quickly grasp the idea, to assist the others. The purpose of life is service. No more valuable lesson than that of helpfulness to others can be learned in the school room.

LESSONS FOR SEPTEMBER.



THE MILLER

I. The Miller.—Visit a mill with the children and interest them in this industry. Have informal talks about the baker and bread-making.

II. Nature.—Talk about the harvest in its relation to food. Observe fruits, vegetables, and the fields of grain.

III. The Home Life of the Child.—Emphasize the activities centering around the production of food, shelter, and clothing.

IV. Labor Day.—This holiday occurs the first Monday in September and will be helpful in emphasizing the importance of the various industries. Use every opportunity to give children an insight into the dignity of labor, that as men and women they may realize the cultural value of work.

Drawing.

Materials.—Paper and charcoal or pencil; paper and water colors; colored crayon or chalk.

General Suggestion.—The following method in drawing, cutting, modeling and handicraft will develop the imaging power.

- (a) Child observe object and form image.
- (b) Teacher remove object.
- (c) Child draw object from image.

1. Give each child a radish. Call attention to the shape of the radish and of the leaves. Have children draw it using colors.

2. Place a large cucumber where the children will have a good view of it. Remove it. Let the children draw it using colors.

3. Draw from a bunch of grapes; an apple hanging from its branch.

4. Draw the different fruits and vegetables.

5. Draw something suggestive of September. Put this in a portfolio to keep with other drawings that represent the months. The children will be glad to take these home at the end of the school year.

6. Draw to illustrate a Mother Goose rhyme, a fable, or a story.

II.

Cutting and Pasting.

Materials—Paper, scissors, paste.

Directions—Secure seed catalogues containing pictures of yellow squashes, green cucumbers, red tomatoes and the various vegetables. Let the children cut these out and paste in blank books or upon sheets of paper to be bound into scrap-books later in the year. Make a fruit booklet in the same way. Find pictures illustrating the work of the farmer, miller or baker and

paste in books. These books make pretty Christmas presents for a younger brother or sister.

2. Cut to illustrate stories about the farmer, miller and baker. For example: Cut the miller's barrel, the baker's cap and apron, the farmer's house, etc.

3. Cut the picture of a sphere. Cut a fruit that resembles the sphere in shape. Cut other objects that are like the sphere.

4. Use the first lines of Mother Goose rhymes for illustration, either by cutting or drawing.

Little Boy Blue.

Little Bo Peep.

Simple Simon went a fishing.

Little Miss Muffett.

III.

Modeling.

Materials.—Clay.

Directions.—The suggestions for drawing and cutting apply to clay. This is merely another medium of expression.

IV.

Handicraft.—Doll House.

Materials.—Orange boxes; wall paper.

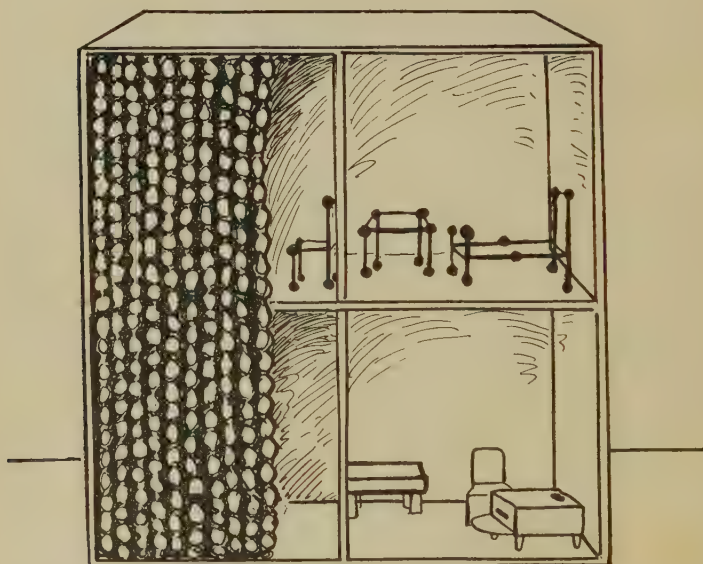
Directions.—Weatherboard the house, if the children are able, by allowing each one to assist in tacking the boards on the outside. If possible, paint the outside. Paper the inside of the house.

Curtains:

Materials.—Kernels of corn; oat straw or lemonade straws; colored paper.

Directions.—(1) Soak the corn until it is soft. Hot water will do this more quickly than cold. String the corn, using coarse needle and thread. Hang curtain in front of house.

(2) Cut straws into inch lengths. Cut paper circles one inch in diameter. (The colored wrapping paper used by the druggist will do for this purpose.) String three or four straws, then a circle of paper, etc. Squares or any



DOLL HOUSE

other geometrical form may be used. (The mathematical element in this exercise is an excellent feature.)

(3) Nuts, acorn cups, shells, etc., may also be used.

Rugs:

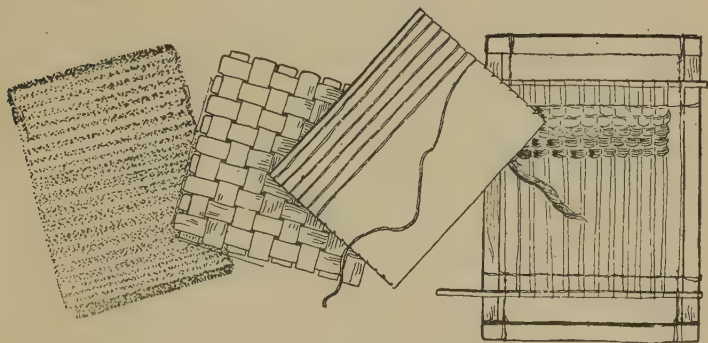
Materials.—Looms; weaving materials.

(1) Cardboard looms may be made by notching the top and bottom of a piece of cardboard 10x8. If preferred, make holes one-half inch apart, one inch from the top and bottom. String the warp thread.

(2) Old slate frames make good looms. Put a row of tacks one-half inch apart along the top and bottom upon which to fasten the threads.

(3) The diagram suggests a simple loom that may be made by the older children for the younger ones to use.

Cut a needle out of cardboard or use a kindergarten weaving needle.



LOOMS AND WEAVING MATERIAL

Directions.—Weave with silkoline cut on the bias about an inch wide, cord, yarn or carpet rags. (Carpet rags exercise the fingers in cutting, sewing and weaving, and are therefore, excellent weaving material for children.) Old chenille curtains may be raveled and used for weaving rugs.

Rushes may be woven into mats by using the fingers.

Cornhusk mats are made by moistening the husks. Braid these into a long string. Sew together. (This requires strong fingers and should not be given to young children.)

Corn Cob Dolls:

Materials.—Corn cobs; colored tissue paper.

Directions.—Make a ball of paper. Cover with plain paper or corn husk and tie on cob. Draw or paint a face. Paste cornsilk on head for hair. Twist paper arms and



CORN COB DOLLS

tie on cob. Fasten stiff paper on lower part of cob to make it stand erect. Dress in tissue paper or corn husk. Train the children to select colors which harmonize. The importance of good color cannot be over-emphasized.

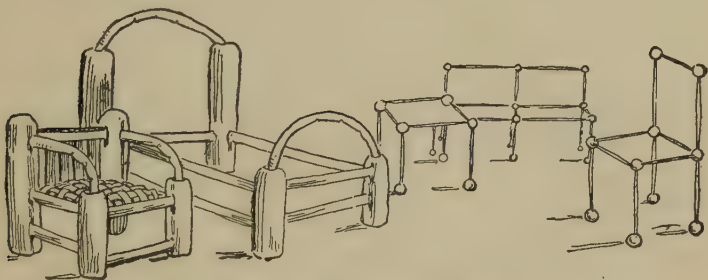
Furniture:

Materials.—Cornstalks, peas and toothpicks.

Directions for Cornstalk Furniture—Bed: Make holes and insert cross sections for the slats, or fasten tacks along the sides and weave back and forth with string. Sew cheesecloth for the mattress and pillows. Fill with milk weed silk, thistledown, cornsilk, cotton batting, or cotton from the cotton-wood tree. If preferred, paste white tissue paper and fill with the material named above. Chairs and tables are easily made.

Directions for Furniture Made From Peas and Tooth Picks.—Soak the peas until soft. Insert tooth picks. See

illustration. Encourage the children to make original designs.



CORN STALK FURNITURE

Portfolio.

Material.—Heavy paper 9 x 12 inches. Fold through the center the short way across. Decorate the outside with a pretty design in colors or charcoal. Each pupil should write his name on the cover. Tie with macrame cord or colored raffia to harmonize with the decoration. Put drawings suggestive of the months in the portfolio.

Blocks.

Ask some of the children to bring their building blocks to school. Let them sit on the floor, or at the table and build a mill, a school house, the house they live in, a church, etc. Teach them to handle the blocks quietly.



LESSONS FOR OCTOBER.



THE SHOEMAKER

Thought—Content.

I. The Shoemaker.—Visit a shoemaker shop with the children and interest them in this industry. Such training will make them respect and appreciate the work of the world.

II. Nature.—Have informal talks about the meaning of autumn. Lead the children to see that not only human beings, but animals and plants get ready for cold weather.

(a) Walk to the woods with the children and interest them in the many changes taking place. How do the leaves on the trees appear in October? What are the birds doing? Notice the squirrels laying in their stores for the winter.

(b) Talk to the children about seeds, their use, etc. Have them save the seeds from a few of the flowers they like best so that in the spring they can plant them and have a garden, either at home or at school. Let each child wrap his seeds in a piece of paper, three inches square. Label each package. Put these in a seed box, or a seed envelope, on which each child writes his name. (See lessons for November.)

III. Indian Life.—Reveal to the children the great motives of the primal social activities in the securing and providing of food, shelter and clothing.

IV. Hallowe'en.—On the evening of October 31st fairies, brownies and elves of all kinds are supposed to be especially active. The evening is frequently celebrated by boys with acts of vandalism. This may be overcome by emphasizing the helpfulness instead of the mischievous spirit of the "little folk." Tell the children Grimm's fairy story of "The Shoemaker and the Elves."

Drawing.

1. Observe the trees and draw from the image. Use colored crayons or charcoal.

2. Draw from sprays of autumn leaves. Use colors.

3. Draw from a cat-tail and leaves. Draw grasses, corn stalks, thistle bush, a cotton boll, milk weed pod or other nature specimen. Notice the size and shape and try for beauty of arrangement on the paper. Use charcoal.

4. Show by a drawing how the squirrels get ready for winter.

5. Draw an Indian wigwam, canoe, kettle, cradle, etc.

6. Draw an Indian blanket with striped border. Use colored crayons. Care should be used in selecting color.

which harmonize. If possible show the children beautiful Indian blankets. Encourage them to reproduce these as nearly as they can.

7. Draw from memory a dramatization of the shoemaker. Let a child impersonate the shoemaker seated at his bench making shoes. Have children observe, then draw from memory. Use ink and brush. Vary the lesson by a change of medium: Use either colored crayons, pencil, or charcoal.

8. Illustrate the story of the "Shoemaker and the Elves." Call the elves brownies.

9. Make a landscape drawing to illustrate the following:

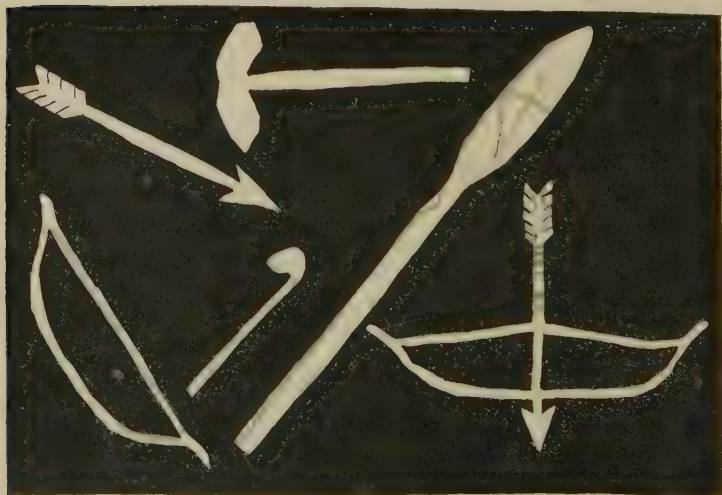
Hiawatha was a little Indian boy.

He lived in a wigwam.

It was by the blue sea-water.

A forest rose behind it.

10. Make an October drawing for the portfolio.



Cutting.—General Suggestions.

In giving a cutting lesson for the first time select a Mother Goose rhyme. Cut the story for the children, in one piece of paper, but do not tell them what it is. Ask the children to cut the same story. Do not allow any child to draw the picture first; it must be done entirely with the scissors. Cutting should be an expression of the children's thought and after the first few lessons the teacher should not cut with them.

The suggestions for drawing will apply to the lessons in cutting. Cut to illustrate scenes from Indian life; the brownies; the shoemaker and his tools; also trees, nuts, fruits and vegetables. Let all the children cut; select the best ones and mount upon colored paper; hang these upon the wall. This will encourage the children to "try, try again."

Collect autumn leaves and mount them upon paper or cardboard.

Observe the birds migrating. Cut a number of birds and mount upon paper to illustrate a flock of birds migrating.

Modeling.

The lessons will deal with the making of toy dishes and miniature vessels for cooking, such as kettles, bowls, and jugs. The making of one utensil often suggests the possibilities of others. Each article should be modeled for a particular use.

Kettles, cups, bowls, pitchers, flower pots, and deep vessels should be made from a single piece of clay. Roll the bits of clay into a cylinder with as few strokes as possible. Hold this in one hand and with the thumb or finger of the other make a hole in the top. Press the sides into shape by pinching the clay between the thumb and finger all the way around and as deep as seems nec-

essary. Handles are made by sticking small rolls of clay to the body of the cup, pitcher, etc. Clay becomes dry and cracks if handled too long. Make every stroke count. See that the clay is soft enough to work easily without sticking to the fingers. Hard or stiff clay cannot be rolled.

For plates, saucers, and shallow dishes cut the clay into thin slices. Make smooth and round by pressing the surface with the thumb and carefully rubbing it. Turn up the edges for the rim.

Secure specimens of Indian pottery and tell the children of this primitive industry. The first vessels used by man were probably shells and gourds. Later he made vessels of clay. The Indian ware will interest the children in pottery and will stimulate them to attempt decoration. If so, let them. (a) Scratch a border in the clay while it is soft, using for this purpose a sharp pencil or stick. (b) Paint a design with brush and water colors when the clay is thoroughly dry.

Model nuts and fruits.

Handicraft.

Indian Wigwam.—Material: Paper; willow twigs; string or wire. Directions: Cross three willow twigs. Fasten with wire or string. Cut a circle. Observe diagram and cut as indicated by the heavy lines. Paste around frame. Decorate before fastening if this be desired.

Indian Kettle.—Directions: Make frame as described above. Suspend acorn cup or one made of clay.

Indian Cradle.—Directions: Cut foundation out of cardboard. Cover this either by sewing cloth around it or by pasting paper over it. Cut off the wrist portion of an old kid glove fastened with lacing. Cut a handle from the glove and either sew or paste it on the founda-

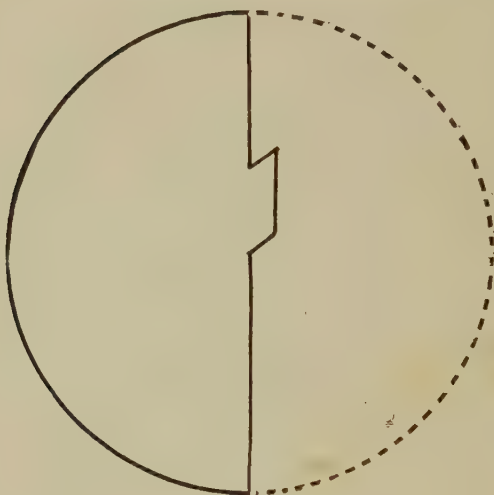
tion. Use paper or cloth of bright color for the hood and the trimming around the opening. Use a clothes pin for the papoose. Stain with water colors and mark the face with ink. Put the papoose in the cradle.



INDIAN CRADLE

Indian Doll.—Directions: Make a corncob doll as described in the September number. Cover face with brown paper or cloth. Mark the features with ink. Ravel a shoestring for the hair and either paste or sew it on. Decorate paper and dress in Indian style. If preferred weave an Indian blanket. An Indian woman wears the blanket over one arm and under the other.

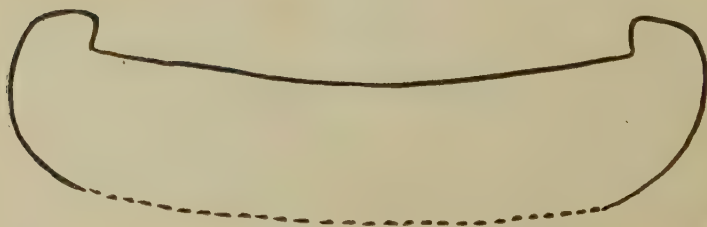
Indian Canoe.—Directions: Have paper cut in oblongs 9 x 6. Fold front edge to back edge. Cut. Open



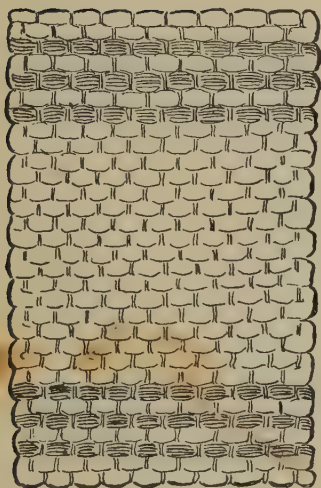
INDIAN WIGWAM



CANOE



PATTERN FOR CANOE



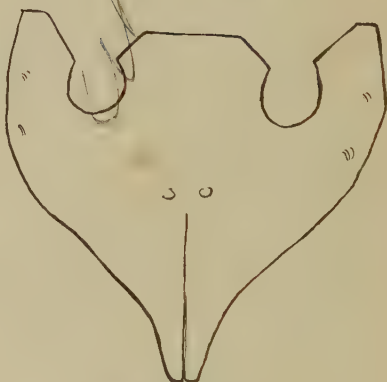
WOVEN RUG



INDIAN DOLL

and paste ends. Cardboard may be used and the ends sewed together.

Brownie Doll.—Material: Flat bonnet wire from old hats. Old kid gloves in two colors—tan and brown preferred. Cloth or paper may also be used. Directions: Cut off the wrist and fingers of tan gloves. Stuff with cotton and shape. Sew on bonnet wire for arms and legs. Bend into shape desired. Make the head out of the tan glove and sew it on the trunk. Mark the face with ink. Cut the coat and hat from the brown glove, using the illustration for a pattern.



BROWNIE'S COAT



BROWNIE'S CAP

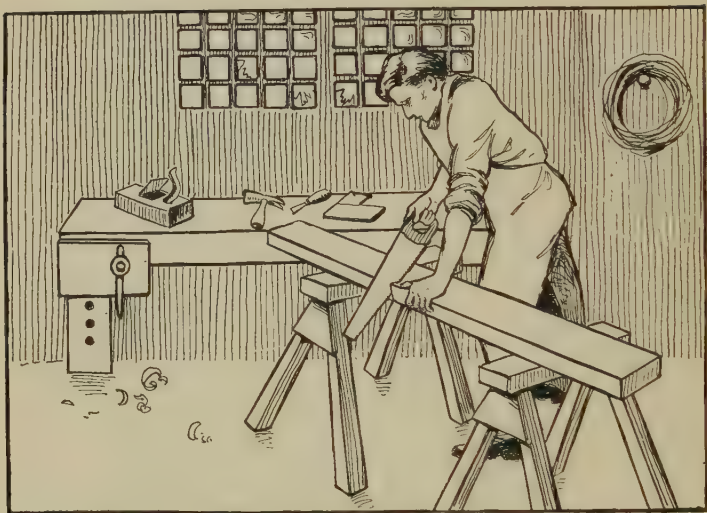
Convert the sand table into an Indian village. Stick evergreen twigs into spools and use for trees. Select the work that expresses the best effort of the children for the place of honor on the sand table. The child thereby

becomes one of a community and feels that good work is appreciated.



INDIAN VILLAGE

LESSONS FOR NOVEMBER.



THE CARPENTER

Thought—Content.

I. The Carpenter.—Visit a carpenter shop with the children and encourage them to make objects.

II. Trees.—Talk about the use of trees in furnishing man with lumber, fuel, etc. Interest the children in frame houses, furniture, and articles made of wood. Show them pictures of forests, logging camps, and saw mills to illustrate the process of making lumber.

III. Pilgrims Life.—Emphasize the home activities in providing food, clothing, and shelter.

IV. Thanksgiving Day.—Thanksgiving Day means gratitude. This feeling may be developed in the children by a wise choice in the selection of stories relating to this holiday.

Drawing.

General Suggestions.—Train the children to be close observers; that they may have clear and definite mental pictures. Work from the image, not the object, in expressing thought by means of drawing, cutting, modeling, and handicraft.

1. Observe the trees in November. Draw them after the leaves have fallen. Use charcoal.

2. Draw an ear of corn in the husks; a pumpkin; a Jack O'Lantern; a turkey. Use colors.

3. Draw a house with a fence around it.

4. Draw a little girl dressed in Pilgrim costume. Let her wear one of the Pilgrim bonnets, folded by the children. Fold a kerchief out of white tissue paper.

5. Draw from memory a dramatization of the carpenter. Let a child impersonate the carpenter at work.

6. Draw a landscape showing grandmother's house on Thanksgiving Day, with the snow falling.

7. Tell me something you did Thanksgiving Day. Mark it November and put it in the portfolio.

Cutting.

Cut to illustrate scenes from Pilgrim life; the carpenter and his tools; articles to put in the chest; also stories about Thanksgiving Day.

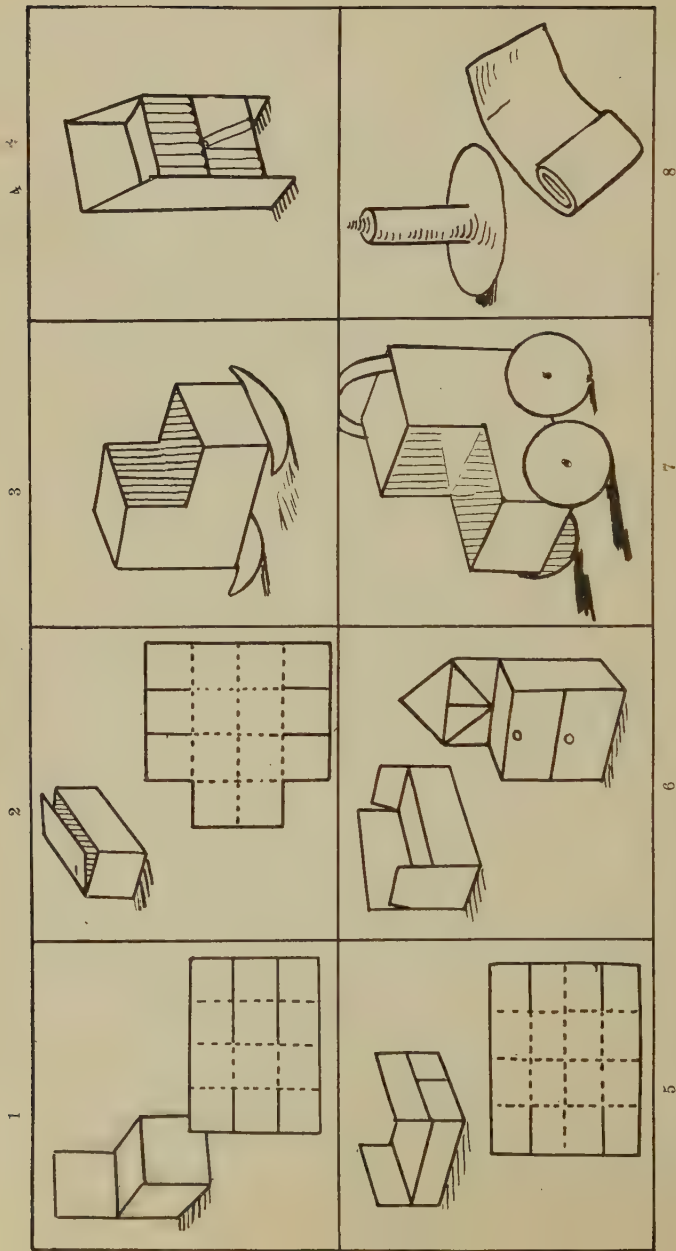
Modeling.

The suggestions for drawing and cutting will apply to November lessons in modeling.

Handicraft.

Paper Folding.—Materials.—Paper; scissors; paste.

General Suggestions.—The following models are based either upon the square or the oblong. The dotted



1—Chair and Diagram. 2—Chest and Diagram. 3—Cradle. 4—Book Shelves. 5—Bed and Diagram. 6—Settee and Dresser. 7—Baby Carriage. 8—Candle and Book.

lines indicate folds, the heavy lines, cuts. Have paper of a stiff quality, cut the desired size before placing it in the hands of the child. Japanese manila is an excellent folding paper. It may be purchased at any kindergarten supply house, where they will cut it for a small additional cost.

Paste.—Gum tragacanth may be bought at any drug store and makes a good paste for a light quality of paper. Use a tablespoonful to a pint of water and soak over night. Add a few drops of oil of cloves.

Square Seed Box.

I. Material.—Square of paper 8 inches by 8 inches.

Directions.—Fold front edge to back edge, forming oblong 8 x 4. Open and fold same edges to middle crease. Paper is now creased in oblongs 8 x 2. Fold the short edges together. Paper is now creased in oblongs 4 x 2. Open, and fold same edges to new middle crease. Paper is now creased in sixteen squares 2 x 2. Observe diagram and cut as indicated by the heavy lines. Fold into shapes and paste corner squares.

Make a second box and use it for a cover. Cut a small triangle out of the lower part of two sides of the cover in order to remove it easily.

Seed Envelope.

II. Material.—Eight inch square of paper.

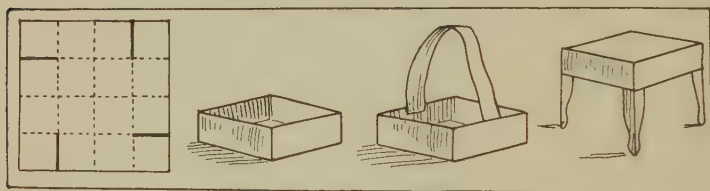
Directions.—Fold opposite corners together. Turn folded edge toward you. Fold lower right and left corners together to find center of lower edge. Paste. Turn upper corner downward to the center of lower edge. Paste. The remaining corner forms the flap of the envelope.

Basket.

III. Fold and cut as for square seed box. Cut a handle. Paste the ends to the centers of two sides of the square seed box.

Table.

IV. Fold and cut as for square box. Invert box. Use for legs the squares cut away from the top of the Puritan cradle. (See model VI.) Fold each square either



SEED BOX PATTERN

on the diagonal or through the center and paste into the corners of the inverted box. Fold a piece of white paper into sixteen squares for a table cloth. Fringe the edge. Napkins may be added.

Pilgrim Chest.

V. Fold an 8 inch square into sixteen 2 inch squares (see model I.) Cut away lower right and left hand squares. Make two cuts, each two inches long. Fold into box, leaving oblong 4 x 2 for a cover. Paste. Use the two squares cut away for handles. Paste the lower half to the ends of the chest. Let the children invent a fastening for the chest. Encourage free hand cutting of articles to put in the chest.

Pilgrim Cradle.

VI. Fold an 8 inch square into sixteen 2 inch squares. Cut off one row of squares, leaving oblong 6 x 8. Make two cuts two inches long on short edges. Fold

into an oblong box. Paste. Cut rockers from the row of squares cut away. For top of cradle take another 8 inch square. Fold, and cut away one row of squares, leaving oblong 6 x 8, as above. Cut off the row of three squares, leaving 6 inch square. Cut away lower right and left hand squares. On opposite edge make two cuts two inches long. Fold and paste. Insert flap into oblong box and paste.

Baby Carriage.

VII. Fold and cut as for Pilgrim cradle. For handles and wheels use the squares cut away.

Pilgrim Settee.

VIII. Fold and cut into an oblong box as for the lower part of cradle (see model VI.) Invert the box. For the arms and back use row of four squares cut away. Paste to the inverted box.

Dresser.

IX. Fold and cut square box (see model I.) Fold and cut two oblong boxes (see model VI.) Insert oblong boxes in the square box for drawers. For handles use brass headed tacks or paper fasteners. Use the squares cut away for the top of the dresser. Paste and finish in any manner desired.

Bookcase.

X. Fold and cut one square and two oblong boxes (see model X.) Insert the two oblong boxes in the square box with the opening toward the front to form shelves. For books cut paper into strips and roll. Paste the loose end and stand on the shelves. Use colored paper for the books.

Candle.

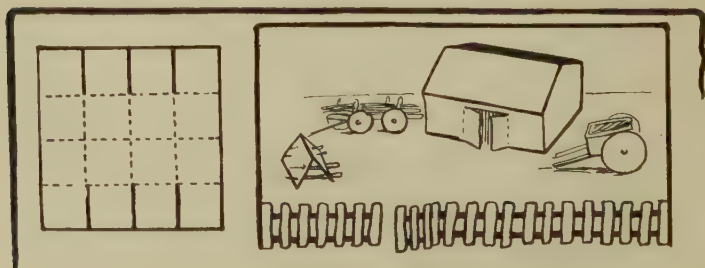
XI. Cut white paper into strips and roll. Paste the loose end, and fasten to a square or circular piece of paper.

Bed.

XII. Oblong of paper 9 inches by 6. Fold as in Model I. The paper is now creased in sixteen oblongs, instead of squares. Observe diagram and make cuts as indicated by the heavy lines. Fold into shape and bring the head and foot of the bed upward into position. Fold the foot back to make it lower than the head. Strengthen the head and foot with pieces cut away from other models. Finish the head and foot in any manner desired. Make mattress and pillows. (See lessons for September.)

Chair.

XIII. Fold an 8 inch square into sixteen 2 inch squares. Cut off one row of squares, leaving oblong 6x8. Make two cuts, two inches long on short edge. On opposite edge make two cuts, each four inches long. Fold and paste end having two inch cut. This forms front of chair. Fold and paste opposite end. Stand remaining oblong up for back of chair. Strengthen the back with the piece cut away. Finish the back and legs in any manner desired.



BARN

Barn.

XIV. Fold an 8 inch square into sixteen 2 inch squares. Observe diagram, and cut as indicated by the heavy lines. Fold and paste. Cut a barn door the size desired.

Hen Coop.

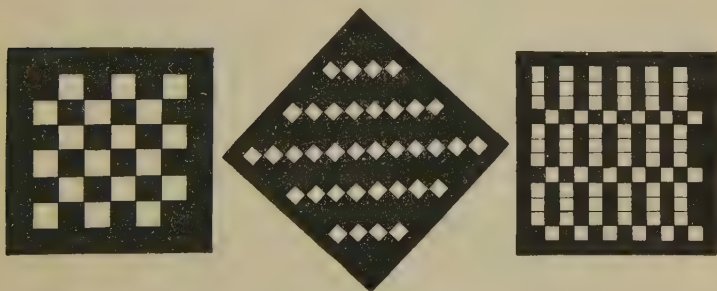
XV. Fold an oblong of paper through the center into two oblongs. Put tooth picks across each end for slats.

Fence.

XVI. Cut berry boxes into slats. Glue these together to form a fence.

Paper Weaving.

XVII. Material.—Square of heavy paper 8 inches by 8 inches. Folding paper in attractive colors or gray bogus paper are satisfactory for work of this kind.



PAPER WEAVING

Directions.—Fold front edge to back edge. Place a dot one inch from each edge in the upper right hand corner. Same in the upper left hand corner. Connect the two dots with a straight line and place dots on the line 1 inch apart. Place dots on the fold 1 inch apart, opposite those on the line. Connect opposite dots by

straight lines and cut along these lines. Unfold. You will have a square cut into eight 1 inch strips with a 1 inch border all around. Cut another piece of paper into six 1 inch strips. Weave the first strip over one and under one, alternately. Weave the next strip under and over and so on, until the six strips are woven in. When the weaving is complete fasten the ends with paste.

Encourage the children to originate new patterns. Vary the work by cutting the square and the weaver into half-inch widths. If folding paper is used endeavor to combine colors which harmonize. Use colors upon the gray bogus paper and paint or draw a design in checks, or in any simple pattern.

Pilgrim Bonnet.

XVIII. White paper, 24 inches by 18. Use newspapers if better paper cannot be secured. Fold short edges together. Again fold short edges together. Open. Turn folded edge toward you. Fold right half of closed edge to center crease; left half. The closed edges should meet at the center crease. This forms a triangle, leaving an edge of paper below, 3 inches wide. Turn open edge of triangle toward you. Fold one 3 inch piece upward on triangle. Turn the triangle on opposite side and fold the other three inch piece upward. Paste edges at corners. This forms a soldier cap. Bring the pasted corners of the soldier cap together to form the bonnet. (See soldier cap in February lessons.)

Pilgrim Hat.

XIX. For the crown of the hat cut a piece of paper on the bias the required size. Paste. Cut the bottom of the crown and turn upward for paste flap. Cut a circle, free hand, for the rim of the hat. Cut a circle out

of the center of the first circle. Paste crown and rim together. Cut another rim and paste it beneath the first to strengthen it.



Pilgrim Dolls.

XX. Dress clothes pins in Pilgrim clothes made from brown cloth or paper. Draw a face. The pattern of the Brownie coat given in the October number may also be used for the Pilgrim coat.

Pilgrim Home.

XXI. Convert the sand table into a Pilgrim home. Make a log house out of twigs. Clay may also be used.

Let each child roll a cylinder to form a log for the house. Place the barn and hen coops in the farm yard. Build a fence (see exercise XVI.) Stand the Pilgrim dolls near the house.



LESSONS FOR DECEMBER.



THE SHEPHERD

Thought—Content.

1st. Christmas is pre-eminently the children's, holiday and is the great central idea of the month. Love is the keynote, which is shown in making gifts for the home ones and for those more needy than themselves. At this time better than at any other the thoughts may be turned away from self and the children be led to see that the expression of love is in giving, not in receiving. Christmas poems, stories, pictures and songs will give them ideals of that which is beautiful in art and in action.

2d. Observe and talk about pictures of the Madonna and Christ child; sheep and the shepherd.

3d. Observe holly, mistletoe, and the pine tree. Decorate a Christmas tree.

4th. Talk about Santa Claus, reindeer, and the fire-place with its row of stockings.

Drawing and Cutting.

1. How many have ever seen Santa Claus? Draw or cut his picture.

2. Draw a fire-place with stockings hanging in a row ready for Santa Claus.

3. Draw or cut to illustrate Christmas stories or poems.

4. Draw a spray of bright red holly. Use colored crayons.

5. Show, either by cutting or drawing—

I. What you are going to make for someone on Christmas.

II. What you would like to give someone on Christmas.

III. What you are going to do to make someone happy on Christmas.

IV. What games you are going to play on Christmas.

V. What you want Santa Claus to bring you.

Handicraft. Cord Work.

1. Material.—Colored macreme cord.

Directions.—Very small children may be taught knotting. A chain stitch is made with the fingers instead of a crochet hook. Begin by forming a loop in one end; fasten the knotted end with a tack to the under side of the desk. Use the right hand to pull the cord up through the loop, keeping the free end in the left hand. Tighten the loop by pulling the free end. Be careful to have the work uniform through the entire length.

Whistle chain.

1. Five yards macreme cord. Let the chain stitch come to within ten inches of the end. Pull the cord through the last loop on each end. (Fig. 2.) Draw together and tie. Turn one loose end back to form a loop. Use the other loose end to make a buttonhole stitch. (Fig. 3.) Fasten to this chain a whistle or scissors.

An easier whistle chain is made by using the chain stitch instead of the buttonhole stitch after tying the ends together. Work the chain stitch down about three inches and fasten to this scissors or whistle.

Holder.

2. A six inch square of eider down flannel. Fasten to the cord described above. This makes a useful present for mother.

Chain for Mittens.

3. Let the chain stitch come to within three inches of the end. Pull the cord through the last loop to fasten the chain stitch. Tie the mittens to this chain.

Horse Reins.

4. Length of cord three times that desired for the finished length. The cross-piece is made separate. String



the bells to this by weaving a finer cord in and out. Either tie the ends or fasten down by using a needle and thread. (Fig. 4.)

Knitting on a Spool.

II. A knitted cord may be used instead of the knotted chain described above.

Balls for Baby.

III. Save the string used for tying bundles and wind it into a ball. Use a tapestry needle and with col-



ored worsted cover the ball as indicated in the drawing. Select worsted in the six primary colors and let each ball be a different color.

Chain of Pine Needles.

IV. Pull out one or more of the needles and insert those left in the hole just made.

Thermometers, Calendars, Match-scratchers, Blotters, Pen-wipers and Needle Books.

V. Materials.—A light quality of bristol board, cut into squares, oblongs, stars or bells. Any kindergarten supply house or firm dealing in paper will cut these the desired shape and size. Merchants will very kindly save the ribbon that comes around handkerchiefs, if asked to do so. In all work be careful to select harmonious colors. Inexpensive calendars and thermometers may be purchased. If possible let the children in the upper grades make the calendars, thereby saving the expense of buying them.

1. Directions.—Fasten a thermometer, calendar or piece of sand paper to the bristol board.

2. Blotter.—Bristol board cut 9 inches by 4. Let the children cut blotting paper same size. Tie with ribbon. Decorate with spray of holly or in any manner desired.

3. Needle Book.—Cut flannel the required size and tie to the bristol board.

4. Pen-wipers.—Cut chamois the required size and tie to the bristol board.

Book Mark.

VI. Colored bristol board 7 inches by $2\frac{1}{2}$. Decorate with spray of holly or in any way desired.

Calenders.

VII. 1. Colored bristol board 9 inches by 6. Let the children cut a sheep either from white paper or cot-



ton. Also cut a shepherd's crook and a star from silver paper. Paste these and a calendar upon the bristol board (Fig. 1.)

2. Let those who draw and write well enough decorate a calendar in any manner desired. (Fig. 4.)

3. Cut from old letters the 2-cent green stamps formerly used. Decorate calendars with a clover design made from these. (Fig. 3.)

4. Use parquetry paper. Paste red circles on black oblongs to look like Chinese lanterns. Take a piece of raffia or string four inches long and tie a strip of red

paper around one end to look like a fire cracker. Fasten several of these to the calendar with sealing wax. (Fig. 2.)

5. Paste picture of the Madonna and the Christ child on dark brown or gray bristol board. Fasten a calendar underneath.

Miscellaneous Christmas Gifts.

VIII: 1. Basket.—Use a berry box. Stain with bluing. Fasten blue ribbon to the basket for a handle. Put a white Japanese napkin inside and fill with popcorn. (Fig. 1.)

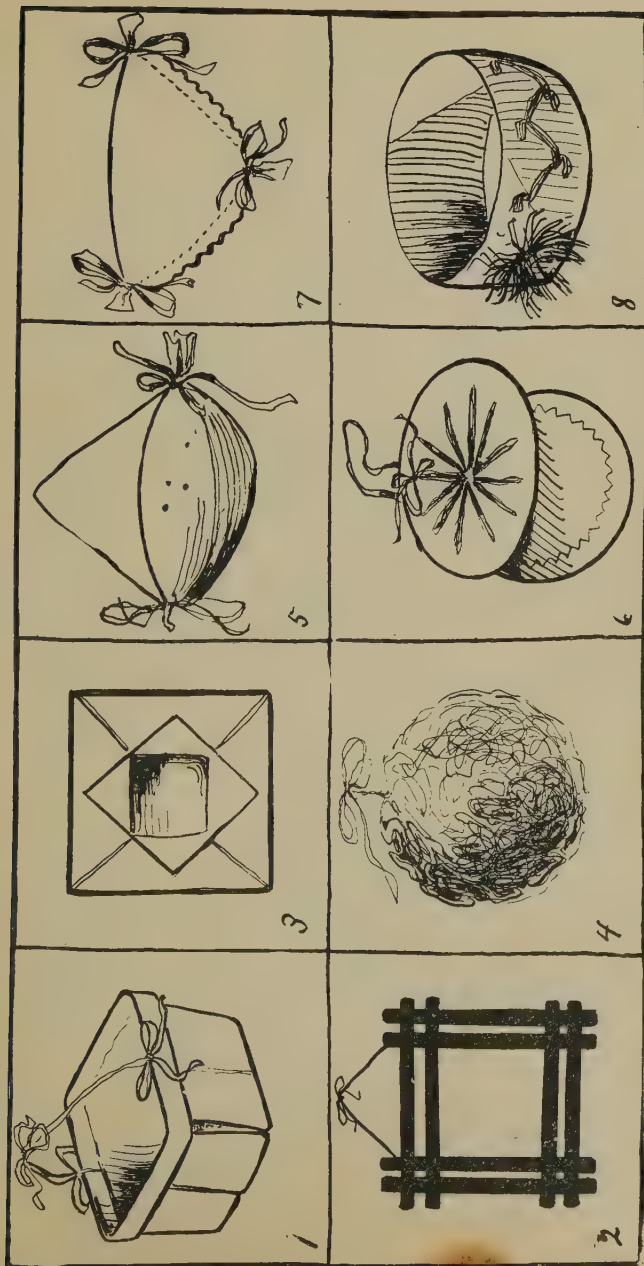
2. Picture Frame.—Make slats from berry boxes. Stain with bluing. Glue together. Paste picture in frame and hang with ribbon or worsted. (Fig. 2.)

3. Picture Frame.—A four-inch square of colored kindergarten paper. Fold each corner to the center. Fold each point backward. Insert a picture. (Encourage the children to cut pictures appropriate to the Christmas thought from magazines and papers.) (Fig. 3.)

4. Shaving Ball.—Cut white tissue paper into 7 inch squares. Fold on the diagonal. Fold a second time on the diagonal. Round the edges. String with a needle on strong thread. Tie with a bow of bright red ribbon. (Fig. 4.)

5. Pin Cushion.—Carefully remove a corncob from its husk. Fill the husk with milkweed silk, cotton from the cottonwood tree, or with ordinary cotton. Decorate with bluing or with paint. Tie with ribbon that harmonizes.

6. Needle Book.—Two circles of white bristol board. Make a hole in the center of the upper cover. Make a row of holes one inch apart and three-quarters of an inch from the edge. Thread a needle with colored worsted and sew through the center, making a long



1—Blue Basket. 2—Blue Slat Picture Frame, 3—Paper Picture Frame, 4—Shaving Ball. 5—Corn Husk Pin Cushion. 6—Needle Book. 7—Satchel. 8—Raffia Napkin Ring.

stitch to each hole on the edge. Cut flannel the required size. Fasten it between the covers. (Two shades of worsted as, for instance, a light and a dark yellow, will produce a pleasing effect.) (Fig. 6.)

7. Sachet.—Fold the four corners of a Japanese napkin to center and cut. This makes four triangular sachets. Fill with any one of the materials used for pincushion. Tie with ribbons. (Fig 7.)

8. Napkin Ring.—Cardboard 5 inches by 2. Wrap over and over with raffia or colored worsted. Sew together and fasten with a rosette. (Fig. 8.)

Wash Cloth.

IX. String the loom with white carpet warp. Cut cheese cloth three-quarters of an inch wide and weave square wash cloth.

Christmas Tree Decorations.

X. Paper chains; strings of popcorn; cover hickory nuts with tin foil from tea boxes.



LESSONS FOR JANUARY.



THE MINER

Thought—Content.

I. The Miner.—Show the children pictures of coal mines and of miners at work. Connect this with social life by talking about shelter and climate.

II. Nature.—(a) Observe the sun and the moon. Talk about day and night; the months and seasons of the year. Tell the children about the long, dark northern winter. (b) Talk about the domestic animals. Describe the Eskimo dogs to the children. Encourage them to tell stories about their own pets at home. (c) Observe the snow and talk about its usefulness.

III. Eskimo Life.—Emphasize the home activities in providing food, shelter and clothing.

IV. New Year's Day.—Use every opportunity to give children an impulse toward the true and the beautiful. Interest them in the New Year and the gifts and blessings each month brings.

Drawing.

I. In the northern United States January is a month of ice and snow. The chief interest of the children will be in the games and pastimes connected with snow and



1—Eskimo man.

2—Woman.

3—Boy.

4—Girl.

winter sports. The snow man, snow forts, snowballing, sliding and skating will furnish material for drawing and cutting. To illustrate:

(a) Draw a picture of a snow man.

(b) Make a picture to show what games you like to play in winter.

(c) Let some snow flakes fall upon a piece of dark cloth and observe the form and size. Draw these upon the blackboard.

(d) Draw a winter landscape. Use charcoal on white paper.

2. Draw a little Eskimo child. Draw the house he lives in and any scene from Eskimo life that is interesting.

3. Observe the moon. Let a child draw it upon the blackboard. Use yellow crayon. Let the children modify the drawing from day to day, to correspond with the changing phases of the moon.

4. Have each child make a drawing of his pet dog, kitten, pony, etc. Use charcoal. When completed, hang these in a row and call it a picture gallery.

5. Draw the New Year bells upon a card and write an appropriate greeting, such as "Happy New Year," upon it. Encourage the children to design other cards.

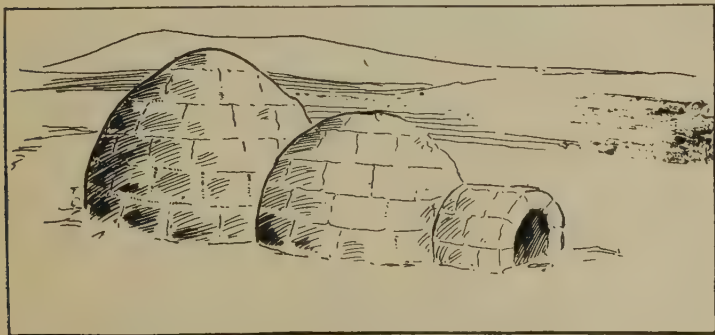
6. Dramatize the miner at work. Make an illustrative drawing.

Cutting.

Adapt the suggestions given in the November lessons to the work of this month.

Modeling.

Encourage the children to make an Eskimo house out of snow in the school yard.



ESKIMO HOUSE

Let them model out of either clay or snow the farm animals and those found about the home, such as the cat, dog, rabbit, mice, birds, cows, pigs, etc.

In most bird forms the body is shaped like an egg. Add to this the head and tail. To make little chickens, fasten the head directly to the body. The duck, on the contrary, has a neck. Roll this neck from a piece of clay and enlarge one end with added clay for the head. Model by building up. Select a piece of clay of almost the right size and add a bit here and there to give the correct form. Begin with some animal that has characteristic features, such as the ears of a rabbit.

Handicraft.—Eskimo Dolls.

Dress corn cob dolls to look like Eskimos. Use cotton batting instead of fur.

Calendars.

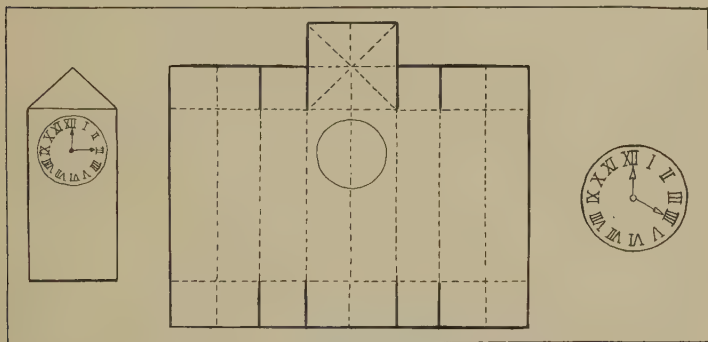
Material—12 sheets of paper cut 10 inches by 8 inches.

Directions.—Each calendar should symbolize one of the months of the year. Decorate the January sheet, for instance, with a central picture typical of the New Year. Paste around this other pictures, representing the thought of the month, such as the miner, snow man, scenes from Eskimo life, etc.

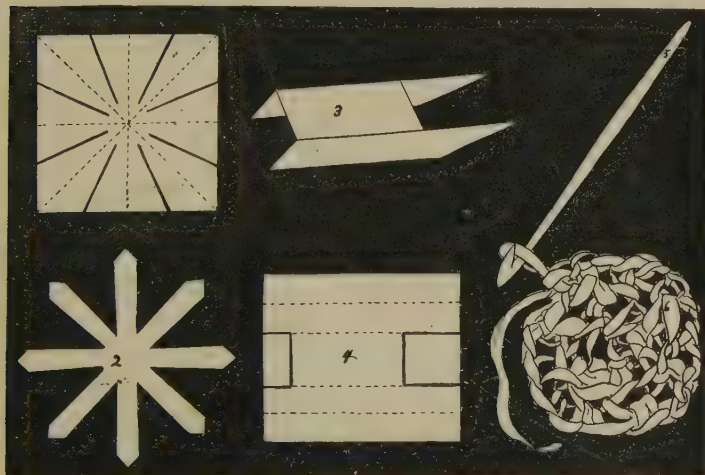
Paper Folding.

1. Clock.—Fold an 8-inch square into sixteen 2-inch squares; (see November lessons). Fold the inner row of squares from the center crease to half the width. Same on the opposite side. Fold the lower outside row of squares half the width. Cut. Fold the upper outside row of squares to half the width. Cut to within an inch of each side of the center crease. Observe diagram and cut as indicated by the heavy lines. Fold into shape and

paste. Ornament the top by folding on the diagonal to form a point. Cut a circular face and draw figures and hands upon it. Paste on clock. If desired a door may be cut in the lower portion and a pendulum inserted.



2. Sled.—Fold an 8-inch square into sixteen 2-inch squares. Cut off one row of squares, leaving an oblong



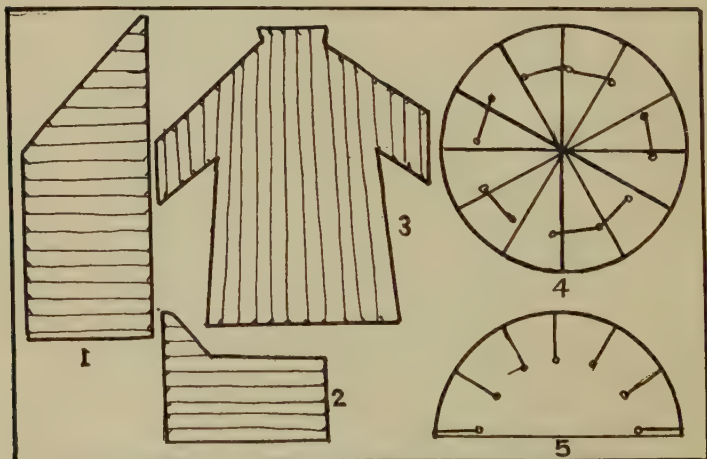
1—Snowflake,
2—Snowflake.

3—Sled.
4—Diagram of sled

5 and 6—Crochet needle
and mat.

6 by 8. Fold the outside row of squares on three sides to half the width. Cut off the half on the short edge. Find middle oblong on the short edge. Cut it out. Find middle square on the opposite edge. Cut it out. Fold back for runners and cut diagonal lines as indicated. Paste. Strengthen the sled with the row of pieces cut away.

3. Snowflakes.—(a) Square of white paper 6 inches by 6 inches. Fold front edge to back edge, forming oblong 6 by 3. Fold short edges together, forming three-inch square. Fold corners together, forming a triangle. Fold again and cut. Paste on colored paper. (b) Make another snowflake from the pieces left over after cutting the above figure. Observe snowflakes and invent other forms.



1—Shoe. 2—Stocking. 3—Sweater. 4 and 5—Back and front of pattern for Tam O'Shanter Cap.

Weaving.

Weave a skirt, sweater, shoes, and cap for a doll. Skirt—Cut out of cardboard a flat pattern the size de-

sired. The top of the skirt should be narrower than the bottom. Notch the top and bottom one-fourth of an inch apart. Wrap the warp around a notch; carry it down the side and back again, until one side is covered with the warp. Wind the other side. Begin at the top and weave



WOVEN DOLL

around and around until the skirt is finished. Sweater and Shoes.—These are woven over a flat pattern, cut out of cardboard, to correspond in size with the skirt. Tam O'Shanter Cap.—Weave over a circular weaving board. These may be purchased from any kindergarten supply house.

Crocheting.

Let the older boys in the school whittle crochet needles from cedar or other suitable wood. Sew carpet rags and chochet rugs for the doll house.

Give the children handicraft requiring them to exercise the fingers in the stitches thus far learned; namely weaving (see September lessons); cord work or knitting (see December lessons); sewing carpet rags, doll clothes, and doll house furnishings as suggested in the previous lessons.



LESSONS FOR FEBRUARY.



THE BLACKSMITH

Thought—Content.

I. The Blacksmith.—Visit a blacksmith shop with the children. Read them Longfellow's "The Village Blacksmith."

II. Nature.—(a) Maple Tree.—Visit a maple grove and observe the process of making sugar. If this is impossible, tap a maple sugar tree in the vicinity of the school. Secure the sap and boil it down into syrup. If neither plan is feasible, use pictures.

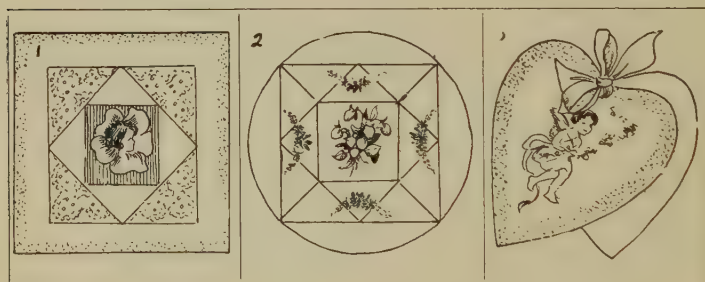
(b) Buds.—Place pussy willow twigs and small branches from a cherry tree in water. Watch the unfolding of the buds.

III. Holidays.—(a) February 12th — Lincoln's Birthday.

(b) February 14th—St. Valentine's Day.

(c) February 22d—Washington's Birthday, or Flag Day.

The meaning of St. Valentine's Day is friendship. Tell the pretty story of St. Valentine and show the children that the ugly, comic valentine, seen in the shops, have no place in expressing this emotion. The best way



to avoid their debasing influence is to teach on the constructive side. Tell the children what *to do*. Therefore, have a valentine box, let each child make one or more valentines.

Drawing.

1. Study a maple tree in February and then put this in a landscape drawing. Use charcoal.

2. Let a child impersonate the blacksmith at work. Class draw from the image.

3. Draw a blacksmith shop.

4. Let several boys wear the soldier caps folded in the handicraft lesson and march around the room carrying flags. Class draw from memory. Use colored crayons or charcoal.

5. Draw an eagle. Use charcoal.

6. Draw the valentine you are going to make. Use colored crayons.

7. Illustrate:

"With his tin trumpet and little red drum,
Marching like soldiers the children come."

Cutting.

General Suggestions.—Much cutting will be necessary in making valentines. Train the children to image clearly before using the scissors. Do not allow them to waste paper. Teach them to create by a wise use of the pieces left over.

1. Observe the anvil, hammer, bellows, horse shoes, etc., in the blacksmith shop visited, and cut from the image.

2. Cut the utensils used in making maple sugar.

3. Cut to illustrate "The Village Blacksmith."

4. Cut a hatchet, a shield, etc.

Modeling.

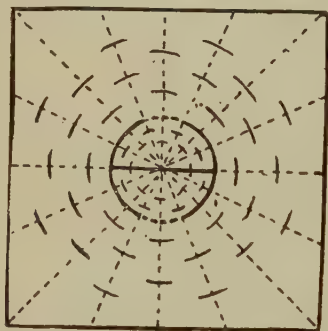
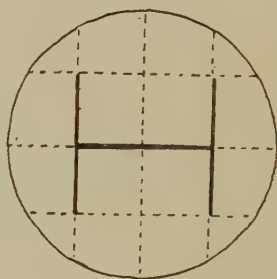
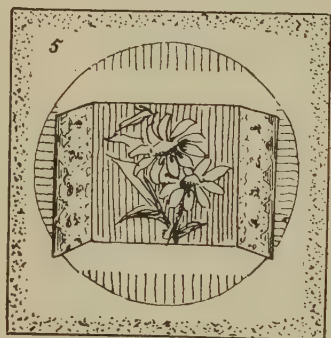
Continue the work suggested in the January number. Let each child roll a cylinder to use in making a log-house illustrative of Lincoln's early home.

Handicraft.—Valentines.

Materials.—Kindergarten paper in assorted colors. Water color paper. Scrap book pictures. Ribbon, gilding, water colors; bluing. (See December lessons.)

General Suggestions.—Encourage the children to save the pictures of Washington and Lincoln and scenes illustrating their lives, which appear in the February magazines and newspapers. If preferred, these may be purchased for a penny apiece, or even less, if a large order is given, from a kindergarten supply house or picture dealer. If asked to do so, the merchants will save the

ribbon used for tying handkerchiefs and which is usually wasted. This use of commonplace material will teach the children a much needed lesson in economy. Give fre-



quent exercises in color combinations. Let the children decide upon the effect which is most pleasing. In all the color work make the harmony of tones one of the principal thoughts of the lessons.

I. Have colored paper cut in squares 6 by 6. Fold front edge to back edge. Fold the short edges together. Fold each corner to the center. Fold each corner back

to the edge. Paste lace paper from soap or candy boxes underneath each point. Decorate center with scrap book picture. Mount on water color paper. Tint edge to harmonize with paper.

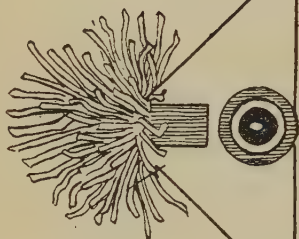
II. Have colored paper cut into squares 4 by 4. Same fold as above. Decorate center and each point with a picture. Mount on cardboard and water color paper cut in a circle 4 inches in diameter.

III. Cut water color paper into heart shape. Gild edge or tint with bluing. Cut stiff paper into heart shape to strengthen the back. Paste. Tie together with handkerchief ribbon. Decorate with pictures.

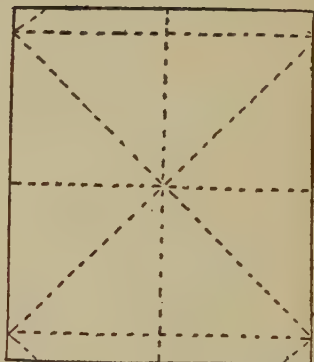
IV. Two or more of these hearts may be strung together with ribbon.

V. Have colored paper cut into circles 4 inches in diameter. Fold opposite edges together. Fold front edge to center crease. Fold the short edges together. Open and fold the other two edges in the same way. Paper shows four squares in center of circle. Cut two inches along center crease. Cut to right and left one inch. Cut opposite crease the same to form doors. Fringe edge of circle. Mount on water color paper cut in squares 5 by 5. Tint edges with bluing or paint to harmonize with paper. Open doors and paste picture upon the card. Paste lace from candy or soap boxes inside doors.

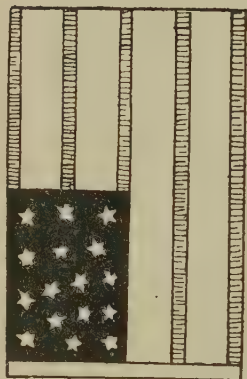
VI. Have colored paper cut in squares 4 by 4. Fold front edge to back edge. Fold short edges together. Fold on the diagonal from corner to corner. Fold again on the diagonal. Cut alternately to the center from each side. About an inch from the center cut almost to the opposite edge and also on the center crease to form doors. Mount on water color paper cut in squares 6 by 6. Tint edge with bluing or paint to harmonize with paper. Open doors and paste picture upon the card. Decorate each corner with a picture.



5



6



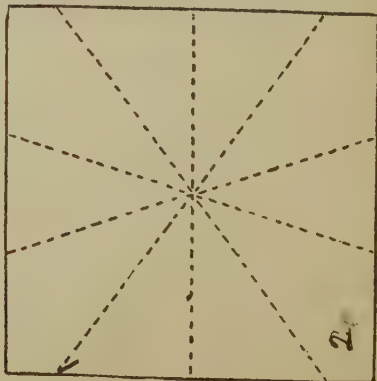
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4



1



2

Valentine Envelope.

Fold the corners of an 8 inch square of paper to the center. Paste a 1-inch square or circle of paper upon three of the corners. The other corner forms the flap of the envelope. Fasten this behind the squares or circles to close the envelope.

Five Pointed Star.

Cut paper into oblongs 4 by 3. Fold short edges together. Find center of the new short edge. Fold lower right hand corner to center of short edge. Fold triangle backward. Fold remaining portion through the center. Paper is now folded into five triangles. Cut on the line indicated. Open. Result, a five pointed star.

Flag.

Cut paper into oblongs 11 inches by 6. Cut red paper into strips one-half inch wide. Paste on paper leaving white places one inch wide and a margin one inch wide on the left hand sides. Leave space 4 by 3 in the upper left hand corner. Paste blue paper on this space. Cut small five-pointed stars from white or silver paper and paste on blue ground. Paste edge on willow twig. If preferred, the older children may whittle flag sticks.

Shield.

Cut a shield from stiff paper. Paint red stripes one inch wide, leaving white space the same width. Paint the top blue. Cut stars from white or silver paper and paste on the blue ground. Paste a picture of either Lincoln or Washington in the center of shield. Colored paper may be used instead of water color or crayons.

Soldier Cap.

White paper, 24 inches by 18. Use newspapers if better paper can not be secured. Fold short edges to-

gether. Again fold short edges together. Open. Turn folded edges toward you. Fold right half of closed edge to center crease; left half. The closed edges should meet at the center crease. This forms a triangle, leaving an edge of paper below, 3 inches wide. Turn open edge of triangle toward you. Fold one 3 inch piece upward on triangle. Turn the triangle on opposite side and fold the other three inch piece upward. Paste edges at corners. This forms a soldier cap. Fold a sheet of red tissue paper into a strip 8 inches by $2\frac{1}{2}$. Fringe to within 2 inches of the bottom. Paste on cap for a cockade. (See Pilgrim bonnet in November lessons.)

Rosette.

Cut, free hand, from red paper, a circle 3 inches in diameter. Cut circle $2\frac{1}{2}$ inches in diameter from white paper. Paste this in red circle. Cut a third circle 2 inches in diameter from blue paper. Paste this on the white circle. Cut head of Washington from 2 cent postage stamps found on discarded envelopes and paste in center of blue circle. Paste the rosette in soldier cap just below the cockade.

Patriotic Calendar.

Cut from stiff paper two oblongs 11 by 5 and a third oblong 9 by 5. Decorate one oblong with picture of Lincoln in frame folded from colored paper. (See Valentine II.) Mount on gray card board. Mount this upon $\frac{1}{2}$ the oblong 11 by 5. On other half paste picture of log house mounted in a similar way.

Frame picture of Washington and mount on $\frac{1}{2}$ the other oblong 11 by 5. Let the children paint or draw a hatchet upon water color paper cut 5 by 4. Mount as directed above. Draw, paint, or make flag from colored-

paper and paste on oblong 9 by 5. Paste calendar on same oblong. Fasten together with red, white and blue ribbon, as shown in the illustration.



PATRIOTIC CALENDAR

LESSONS FOR MARCH.



IRONING

Thought—Content.

I. Ironing and Washing.—Heretofore we have considered man's work. This month will be devoted to woman's work in the home.

II. Nature—(a) The Wind. Read poems about wind and discuss its usefulness in turning windmills, drying clothes, etc. (b) Observe the development of buds on trees and shrubs.

III. Japanese Life.—Emphasize the home activities.

IV. The Feast of Dolls.—This is a Japanese holiday for little girls, celebrated the third of March. Have a dolls' party and encourage each child to make an original doll and bring it to school on this day.

Drawing.

1. Give each child a twig from a budding tree. Have the children observe the position and shape of the buds. Draw with charcoal. Keep these twigs in a jar of water



and make other drawings from time to time. Notice carefully any change in the shape or size of the buds.

2. Tell by a drawing what is being done on the farm to get ready for the summer.

3. Draw from a life pose a child washing dolly's clothes.

4. Talk to the children about Japanese homes, of what material and how they are made. Tell them about the Japanese people and their customs. Let the children make illustrative drawings of Japanese life.

Cutting.

1. Draw a landscape showing a windmill and a kite in the distance. Cut the different garments dolly wears



JAPANESE FAMILY

and paste these on a line in the foreground. Call the picture "The Story of the Wind."

2. Cut to illustrate scenes from Japanese life.

Modeling.

Secure specimens of Japanese pottery for the children to observe. Notice carefully the use of fish, birds and flowers for decoration.

Let the children model in clay some of the utensils used by the Japanese, such as bowls, vases, trays, teapots, teacups and saucers. Encourage them to originate their own designs in the decoration. (See October lessons.)

Handicraft.—General Suggestions.

1. Have a mothers' meeting and tell them that you wish to study Japanese life. They will be glad to loan fans, lanterns, umbrellas, trays, screens, banners, etc., for the children to examine. A wise presentation of subject-matter by means of study, object, and pictures will enable the children to form clear images of Japanese life and to express these by means of drawings, cutting, modeling, and handicraft.

2. Whenever possible make a pattern for rug, banner, screen, etc., before making the object.

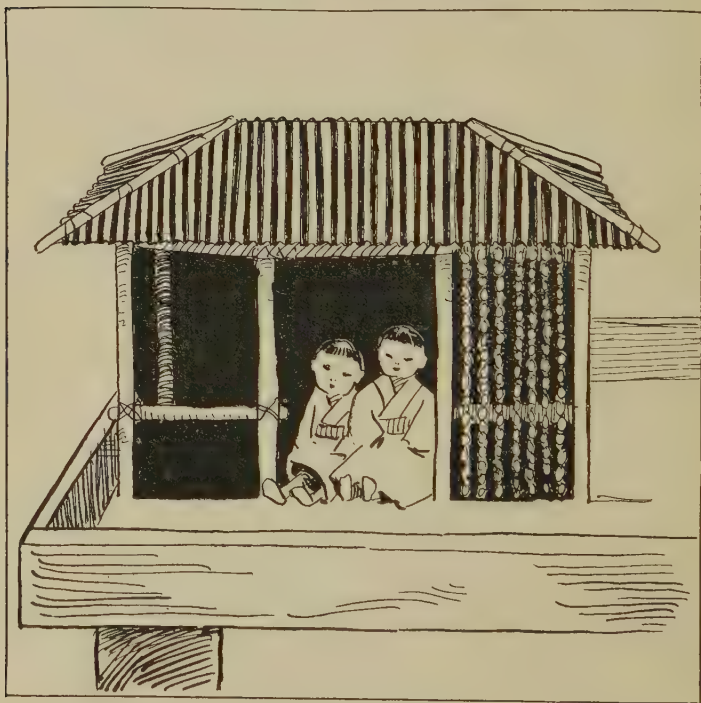
3. The study of Japanese life affords opportunity for good color combinations and a display of taste. Decorative effects are secured by the use of black and white, also black, and gilt or silver. To illustrate:

- (a) Examine vases, teapots, etc. Cut these forms free hand out of black paper and paste on white mounting paper.

- (b) Cut the same forms free hand from silver or gilt paper and paste on black paper.

Ordinary wall paper may be used with excellent effect for lanterns, screens, etc.

4. Convert the sand table into a Japanese home. Each child cannot make an entire house, so it will be well to select a building committee from those capable of doing the work. Hold each group of this committee re-



JAPANESE HOUSE

sponsible for a particular part of the house. Let one section make the foundation, another the frame work, another the curtains. Have all of the children make screens, banners, dolls, etc., and select the best for the place of honor on the sand table.

Japanese House.

Cut a foundation board, 18 inches by 14 and cover with clay. Fasten corn stalks in the clay for corner supports.

Materials.—Use glass packing paper for the roof; carpet paper for the sides; and cornstalks for the corner supports (these are very good substitutes for bamboo). Make strings of corn 12 inches long for the curtains and fasten these to cornstalks. (See September lessons.)

Japanese Dolls.

Buy an inexpensive Japanese doll at a toy shop and examine the style of dress. Note the shaved head, sash, shoes, etc. Make kimonas out of Japanese napkins and dress dolls which the children originate.

Screen.

Fasten cornstalks together to form a frame. Paste strips of paper on the frame for hinges. Cut three pieces of paper, each 4 inches by 8. Paint or draw on the screen flowers, trees, grasses, birds, teapots, etc. A background of black paper, with designs cut from gilt paper, will be decorative. Paste other pieces of paper on the back of the screen to make both sides look finished.

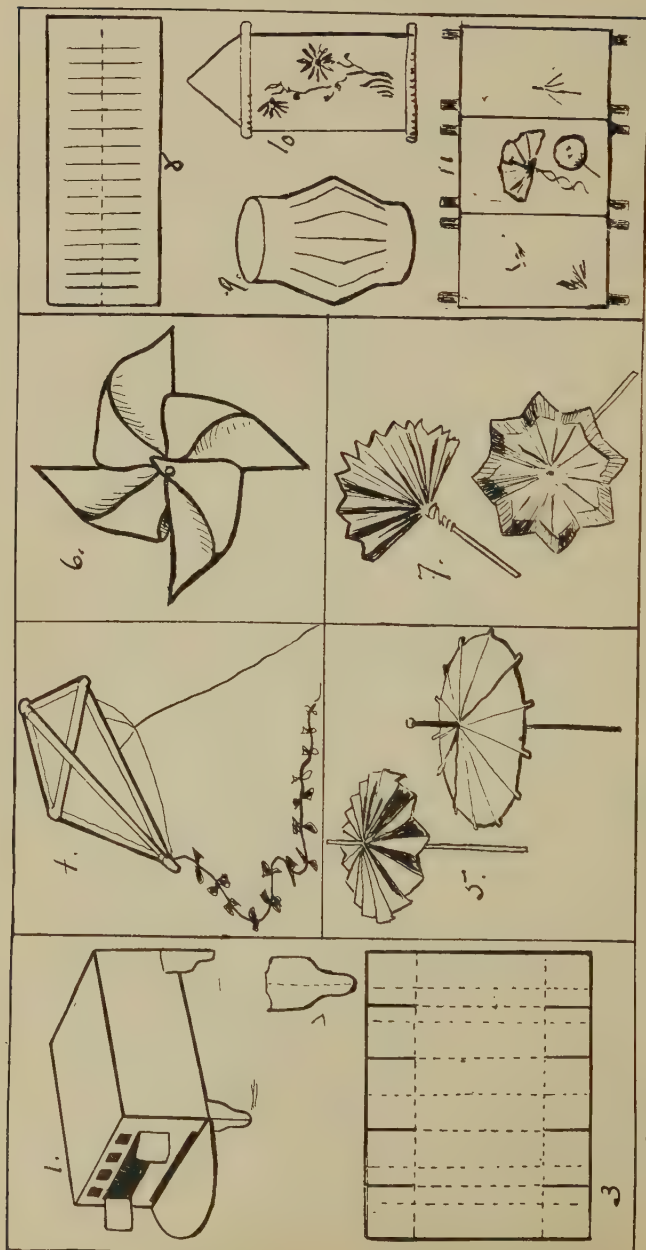
Banners.

Make banners in the same manner that the sections for screens were made. Fasten with cord or raffia.

Lanterns.

Use kindergarten paper or ordinary wall paper. Have a variety of colors and let the children choose the one preferred.

Directions.—Oblongs of paper, 4 inches by 8. Fold the long edges together. Make inward cuts to within one-half inch of the top. Paste short edges together. Invent a handle.



1—Stove
2—Leg of stove.

4—Kite.
5—Umbrellas.

6—Windmill.
7—Fans.

8—Diagram of lantern.
9—Lantern. 10—Banner.
11—Screen.

Fans.

(a) Cut berry boxes into slats. Use these for a frame. Stain with bluing or paint. Decorate paper with a Japanese design. Paste on the frame.

(b) Fold paper forward and backward. Fasten to one of the slats with cord or raffia.

Umbrellas.

(a) Use long counting sticks for the frames. (These may be purchased at any kindergarten supply house.) Cover with paper in gay colors.

(b) Fold paper forward and backward. Open. Use a lemonade straw for a handle.

Mats.

Examine Japanese matting. Draw a pattern of a mat, showing size and decoration. Weave a raffia mat for the floor of the Japanese house. Use colored raffia for the design. Sew a design on a plain mat, if this is easier for the inexperienced fingers.

Kite.

Cut slats from berry boxes. Cross two of these obliquely. Glue. Place half of a third slat crosswise. Glue. Notch the sticks and fasten thread around frame. Cover with tissue paper. Make a tail of thread and tissue paper. Fasten string on kite. These small kites fly as well as larger ones, if the tail is right.

Pin Wheel.

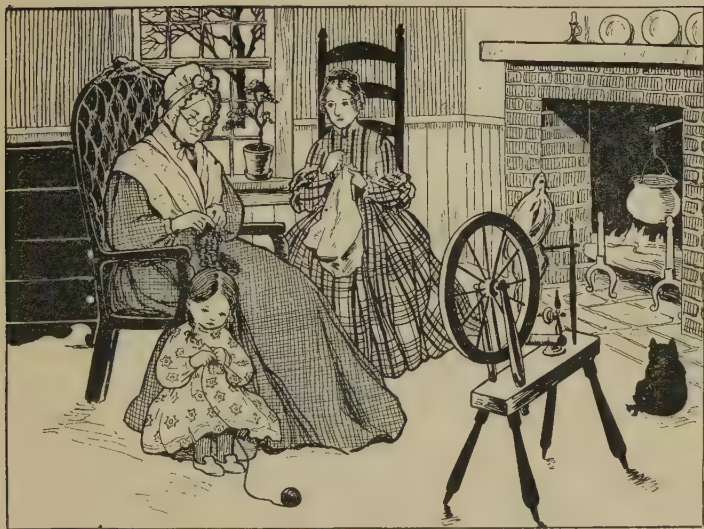
Have paper cut in squares, 8 by 8. Fold opposite corners together. Open, and fold the other two corners together. Open, and make inward cut along crease, from each corner, to one inch from center. Fold alternate points to center. Fasten with pin to willow stick.

Stove.

Oblong of paper 9 inches by 6. Fold short edge to the first crease. Again fold each short edge to center crease. Open. Fold each short edge to the first crease on either side of the center crease. Open. Observe diagram and cut as indicated by the heavy lines. Fold one end back to make a hearth. Fold and paste stove. Cut front doors. Draw lines to indicate a grate. Cut and fold a pipe and paste it to the stove. Cut legs and paste them to the stove.



LESSONS FOR APRIL.



KNITTING

Thought—Content.

I. Woman's Work.—Sewing, mending, and knitting.

II. Nature.—(a) Rain.—Talk to the children about rain and the uses of water, e. g., to nourish man and the thirsty plants, to turn mill wheels, carry boats, etc. Emphasize the beauty of the ocean, lake, or stream and teach the children to appreciate a water view.

(b) Birds—Interest the children in the birds as they return in the spring. Have them observe the size, color, song, flight and nest of a bird.

III. Holland Life.—Follow the suggestions given for the study of Japanese life. (See March lessons.)

IV. Holidays.—(a) Easter Day.—The keynote of Easter is happiness—the satisfaction that follows unselfish effort to help others. Teach the joy of self-forgetfulness.

(b) Arbor and Bird Day are usually observed at the same time. The date varies in the different states. The



purpose of the day is to arouse an interest in the planting of trees, and to develop a public sentiment toward the preservation and increase of our native birds.



HOLLAND FAMILY

Drawing.

1. Tell the children to illustrate mother's work each day in the week, viz., washing, ironing, cleaning, mending, sweeping, baking. Do not allow any child to represent all the days in one drawing. It may be well to let each child select a day to represent. Hang the best drawings in a line in the order of the days of the week.

2. Ask a child to stand under an umbrella with his back to the class. Let the other children image and draw, using charcoal or pencil.

3. Draw a picture showing a flock of birds flying toward the north.

4. Draw a picture showing what you like to play at this season of the year.

5. Show by a drawing what you would like to give some one at Easter. Place the emphasis upon giving, not upon getting.

6. Draw to illustrate an Easter story.

7. Draw the early spring flowers. Use colors.

8. The beautiful Easter lily, with its white blossoms and green leaves, will make an attractive study for a drawing lesson.

9. Draw a toy sail boat. Observe carefully the shape of the sails. Draw a picture showing a boat as part of a water view.

Cutting.

Cut to illustrate scenes from Holland life; woman's work; boats; a flock of birds; also Easter stories. Make a bird booklet. (See the September lessons for cutting).

Modeling.

Base the modeling lessons upon the observation of nature, e. g., birds, rabbits, chickens, flowers, etc.

Handicraft.

I. Dutch Dolls.—Dress dolls in Dutch costume. The kerchiefs and aprons worn will make easy sewing lessons.

II. Knitting.—(a) Knit dish-cloths and wash-cloths out of darning cotton.

(b) Knit lines for a little brother to play with. (See December lessons.)

(c) Knit a straight band of bright yarn. Fold in the center and sew together to use as a beanbag cover.

III. Sailboats.—I. Have paper cut into squares 6 by 6. (See November lessons). Make two inward cuts on middle crease two inches long, on opposite edges. Fold lower edge upward to middle crease. Fold lower right

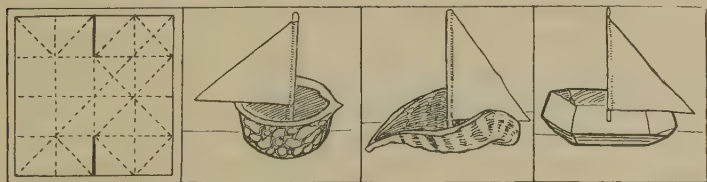


Diagram of paper boat.

Nut boat.

Milk Weed boat.

Butter dish boat.

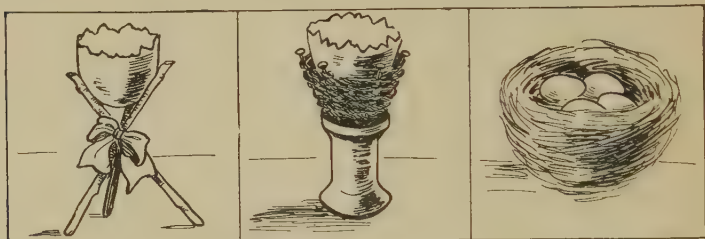
hand corner backward on the diagonal. Same with the lower left hand corner. This forms the boat. Fold both edges of the remaining oblong backward to center crease, leaving a square. Fold upper right hand corner backward on the diagonal. This forms the sail.

2. Make a hole in the bottom of a wooden butter dish. Cut the paper sail and paste on willow twig. Stand sail upright in the boat.

3. Make a hole in the bottom of an empty milkweed pod. Cut a paper sail and paste on wooden toothpick. Stand upright in boat.

4. Make a hole in the bottom of half an empty walnut shell. Paste a paper sail on a wooden tooth pick. Stand upright in boat.

IV. Easter Gifts.—1. Make a stand by fastening three willow twigs together with wire or string. Deco-



1 and 2—Egg shell flower stand.

3—Bird's nest.

rate with blue ribbon. Color half of an egg shell with bluing. Make a hole in the bottom of the shell with a pin. Fill with earth and plant bird seed in it.

2. Another stand may be made by using an empty spool. Fasten pins around the edge a quarter of an inch apart. Weave around the pins with raffia, string, or worsted. Color with bluing and use egg shell as above.

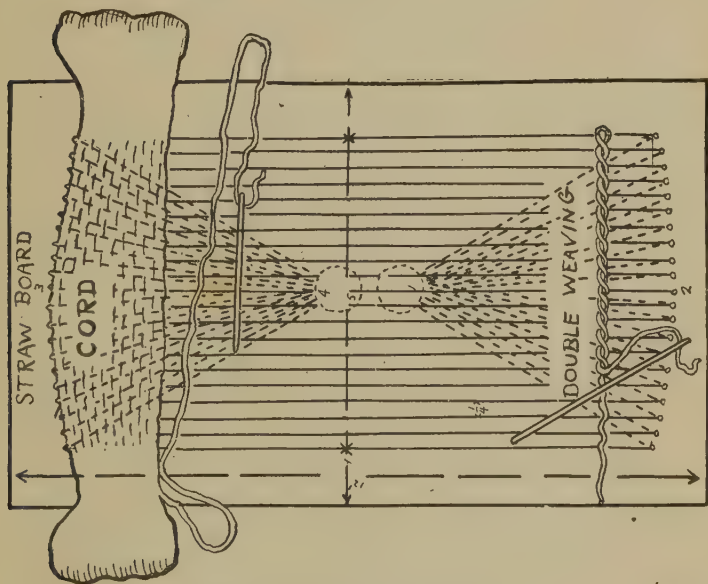
V. Bird's Nest.—Cover half of an egg shell, inside and out, thickly with glue. Cover with dry grass and mould the nest into shape. Make eggs out of clay.

VI. Easter Cards.—Make Easter cards. Follow the suggestions given for Christmas cards. (See December lessons.) The design and sentiment should harmonize with the Easter thought, e. g., use the Easter lily, spring flowers, rabbit, chickens, birds, etc., for decoration.

VII. Hammocks.—Material: Two brass rings, macrame cord or yarn; a strawboard loom 7 by 12 inches. Weave with a large darning needle. Two colors may be combined with pleasing effect.

Directions.—Draw a line one inch from each edge and parallel to it. This makes a rectangle 5 by 10 inches. Curve the two ends slightly to give fullness to the middle of the hammock. Make 21 holes on the curved line

$\frac{1}{4}$ of an inch apart. Tie the two brass rings together and fasten them to the middle of the loom by punching holes and tying them through. To thread the loom, fasten one end of the warp to the upper ring and thread a darning needle with the other end. Draw the needle through the middle or eleventh hole from the top, then



Back and front of loom for hammock.

straight across the face of the loom through the eleventh hole from the bottom, and tie to the lower ring at the back. Go back to the next hole from the bottom. Draw the needle through, then across the face of the loom to the opposite hole in the top, and fasten to the upper ring. Proceed in this way to the outer edge. String each half of the loom in the same way. Now you are ready to weave.

Begin at the upper right corner, weaving over one and under one. Let the ends of the woof extend over each side of the card to form a fringe. When the hammock is finished cut the strawboard through the holes made for stringing. Fasten with double weaving.

Observe blankets and weave simple border designs in stripes. String the loom to match the body color. Weave about one inch of the body color then use a color which harmonizes for the border. Weave the body of the rug until you are ready for the border at the opposite end.
Suggestion.

Children in the second and third years of school life will find much pleasure in weaving hammocks. Let the older pupils make and string the looms.



LESSONS FOR MAY.



THE FARMER

Thought—Content.

I. The Farmer.—Visit a farm or a garden. Observe the preparation of the soil, how the seeds are planted, etc. Notice the farm animals.

II. Nature.—(a) Take a walk to the brook with the children and discuss its usefulness. It gives water to the plants, birds and animals; floats boats and logs; is a home for the fishes; turns water wheels to run the machinery in mills, etc. Have lessons upon fish, crawfish, the turtle, frog, toad, snake, etc.

(b) Take a walk to the woods. Interest the children in the many changes taking place along the roadside, in the fields, and in the woods. How do the leaves appear

in May? What are the buds doing? Observe the spring flowers; where and how they grow. Teach the children to enjoy flowers without picking more than they can use. They should be taught to produce rather than to destroy.

III. Holidays.—May Day—May 1st. Let the children make baskets and fill them with flowers. Hang these on a friend's door, ring the bell, and run away. This is a simple, old-fashioned custom that might well be revived for the pleasure of the children.

Memorial Day.—May 30th. The lesson of Memorial Day is peace. Bring out the thought that it is a day of reverent memory for heroic struggle; a day to foster a spirit of loving brotherhood; a day to make our children tender and true and, therefore, more patriotic.

Drawing and Cutting.

1. Draw a landscape to illustrate what the farmer does in May. Use colors or charcoal.

2. Show how the farmer looks when he mows the hay; when he rakes the hay; how the hay looks when it is hauled to market.

3. Make a picture to show what is being done at home to get ready for spring.

4. Let two girls turn a rope while a third child skips it. Class observe and draw from memory.

5. Pose a boy with fishing tackle and draw.

6. Draw a picture of something you saw in the woods.

7. Draw the spring flowers. Use colors.

8. Draw to illustrate some of the uses of the brook.

9. Draw to illustrate a May pole dance.

Modeling.

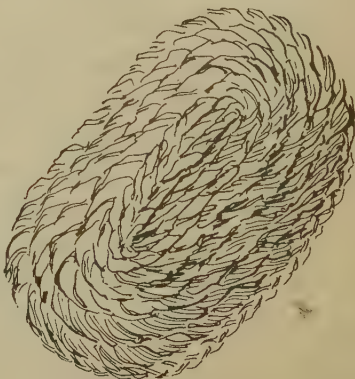
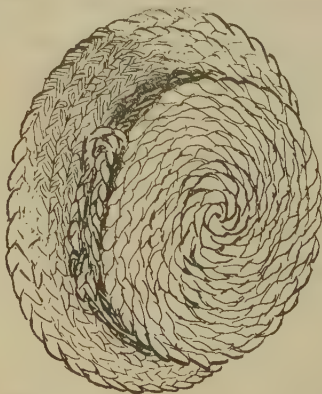
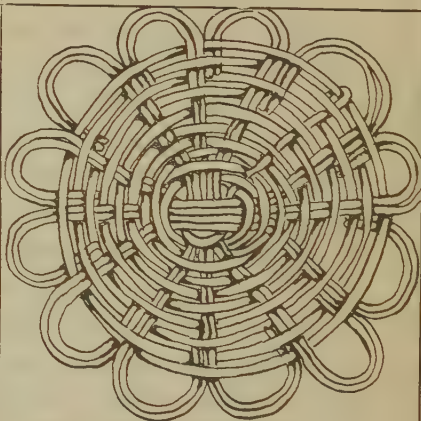
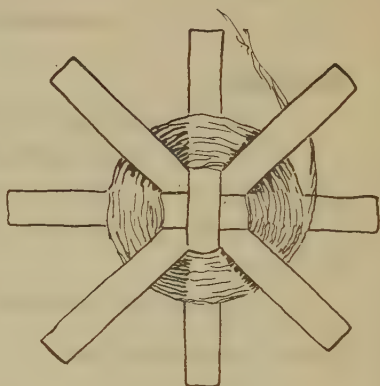
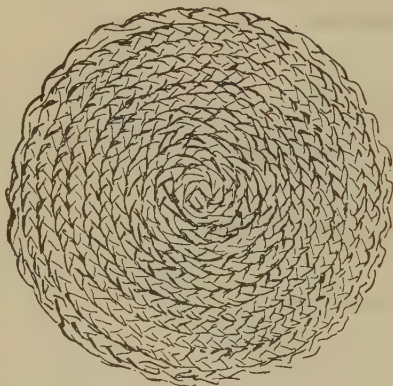
1. Model a simple leaf in clay.
2. Model fruit, vegetables and animals. Note the size, peculiarities of shape, etc.
3. What pets have you at home? Model the one you like best.
4. Model the animal life found in the book.

Handicraft.—Braiding.**General Suggestions:**

Young children may be taught braiding. Teach the three-strand braiding first. Use corset laces, macreme, cord, or raffia. Fasten the knotted end with a tack to the under side of a desk or a window sill. Press the strands firmly each time to keep the braid flat. If raffia is used, decide upon the thickness of the braid and use two or three threads of raffia to each strand. In lengthening, lap the old and new ends—do not tie. Afterward cut off close to the braid and ends that protrude. Use the braid for mats, napkin rings, doll hats, baskets, lines for little brother to play with, etc.

1. Mats.—Use a No. 19 tapestry needle threaded with raffia. The braid may be sewed edge to edge, or with the flat sides together. Sew through the loops of the braid in order to hide the stitches as much as possible.

2. Doll Hats.—Let the children draw pictures of simple hats. These patterns may vary in size and shape. Begin at the center of the crown and sew the braid in a circle. Have the sewing all done on one side. Impress upon the children the importance of neat and careful work.

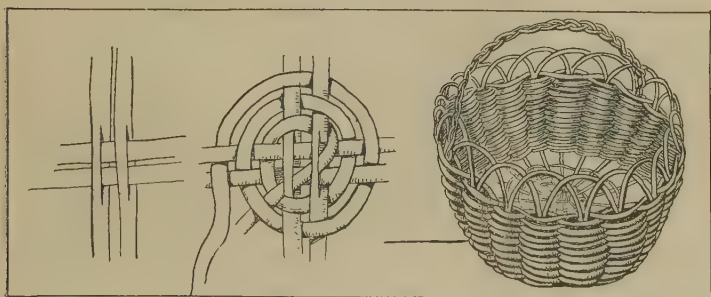


Baskets.

General Suggestions:

The muscles of the hand are not strong enough for young children to use reeds and raffia in the more advanced forms of basketry. This work should be introduced in the intermediate grades, not the primary. Omit any of the following models that seem too difficult.

1. Use slender willow twigs or reeds. If reeds are used soak in water until pliable. The spokes should be coarser than the weaver. Nos. 4 and 2 make a firm basket. Cut four spokes ten inches long and one spoke six inches long. Split two of them in the center. Pass the other



two spokes through and make all of same length. Fasten remaining piece in to make odd number of spokes for the foundation. Use finer reed for weaving. Insert one end in the cutting and weave over and under. Shape the basket while weaving. Finish the top by turning the spokes downward.

2. Make a reed frame work as in Model I. Use braided raffia for the weaver. Let the children observe baskets and invent a way to finish the top. (Fig. 1.)

3. Use for the foundation copper wire about the size of the lead in an ordinary pencil. Heavy wire hairpins

may also be used. Bend into the shape desired and wind with raffia. (Fig. 2.)

4. Gather rushes and dry them. Moisten them before using. Weave into a square mat. Fold into a basket and sew the edges together. (Fig. 3.)



5. Cut eight strips of heavy paper one inch wide and 18 inches long. Weave four strips through center of other four strips, forming bottom of basket. Bring four ends together, forming one strand. Same with the other three sides. Lap the ends and fasten with a brass fastener or collar button. This forms the handle. (Fig. 4.)

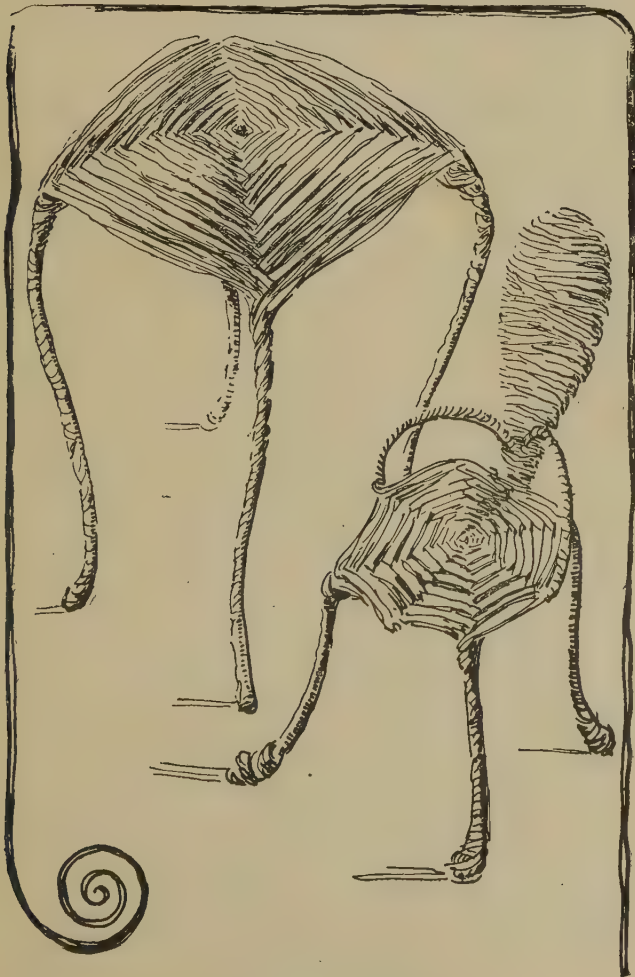
6. Make a wire frame work and wind with raffia. (Fig. 5.)

7. Make a basket out of berry boxes. (See Dec. lessons.)

8. Braid raffia and sew together to form a basket.

Doll Furniture.

Make the foundation out of copper wire. Use fine wire to fasten the parts. Wind with raffia.



DOLL FURNITURE

LESSONS FOR JUNE.



GARDENING

Thought—Content.

I. Gardening.—Place the emphasis upon gardening. It should take precedence over all other forms of handicraft during this month. If possible have a school garden. If not, plant seeds in window boxes. Encourage home gardening. Use the seeds collected the previous autumn. (See October lessons).

II. Color.—(a) Direct the attention of the children to the color of the sun set sky; to the shape of the leaves and the color of the flowers; to the form and color of the butterflies.

(b) Have informal talks about the preparation for vacation; fishing excursions; the pleasures of seashore, mountain and farm.

(c) Observe the bees gathering honey and talk about a bee-hive.

III. Filipino Life.—Emphasize the home activities.



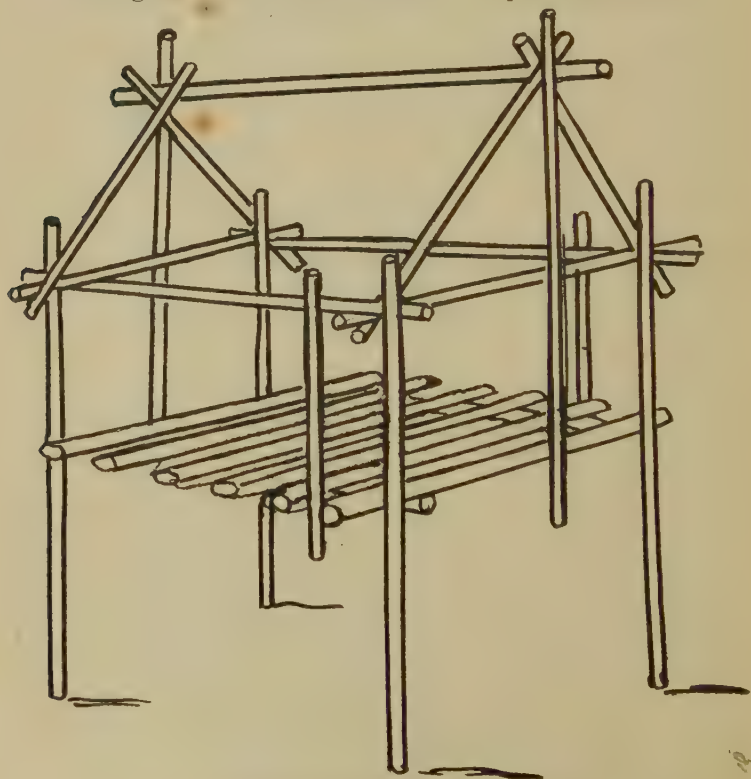
FILIPINO FAMILY

IV. Midsummer Day.—This is an old English holiday. It occurs the 24th of June and is a day on which the fairies are supposed to be unusually active. Read to the children Mary Howitt's charming poem, "Mabel on Midsummer Day."

Drawing.

1. How does the sky look in June? What colors do you see? Make a sunset picture.
2. Draw a June landscape.
3. Nature drawing from leaves and flowers. Use colored crayons.
4. Show by a drawing what you want to do during vacation.

5. Let each child draw:
 - (a) A picture of his own home.
 - (b) What he does to help mother.
 - (c) What game he likes best.
 - (d) A picture of his garden.
6. Draw a little Filipino child and the house in which he lives.
7. Draw to illustrate your favorite fairy story.
8. Make a June picture. Put this with the other drawings of the months and take the portfolio home.



FRAME WORK OF FILIPINO HOUSE



COMPLETED FILIPINO HOUSE

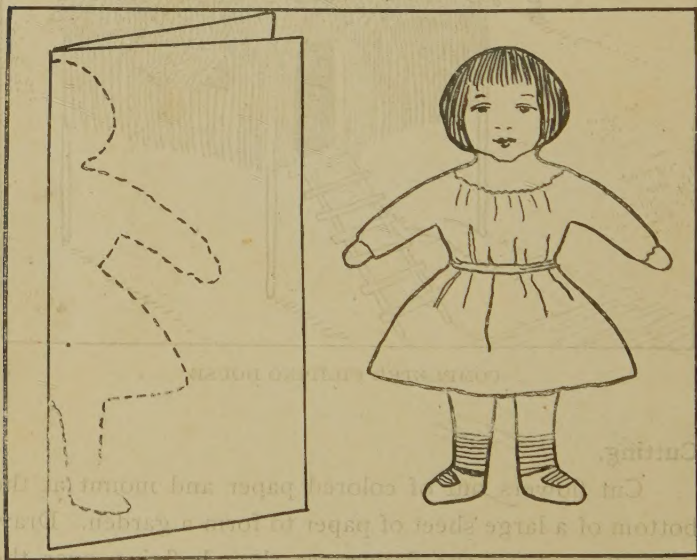
Cutting.

Cut flowers out of colored paper and mount at the bottom of a large sheet of paper to form a garden. Draw butterflies above the flowers as though flying over the garden. Use colors.

Handicraft.—Filipino House.

Cut a foundation board 18 inches by 14 and cover with clay. Fasten corn stalks in the clay for corner supports.

Materials.—A Filipino house is made of bamboo and matting. It is built on poles above the ground and is tied together with strips of rattan. No nails are used. We will build our house of cornstalks and either rushes or long, coarse grass. Tie the cornstalk frame together with raffia or string. Bind cornstalks together for a floor and tie it securely in place. The walls of the house and the roof are made of woven mats. Tie cornstalks together for the steps. (See suggestions in March number for using the sand tables).



1—Pattern for doll.

2—Paper doll.

Dress a doll in white waist with flowing sleeves, a light-colored skirt, a gay handkerchief about the neck and a square of dark cloth drawn tightly about the body from waist to knees. They do not wear stockings, but have sandals with toe straps to keep them from falling



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